

EVALUATING A COLLEGE CONNECTION PROGRAM DESIGNED TO ENHANCE
FEATURES OF GLOBAL CITIZENSHIP

by

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CERTIFICATION OF PROJECT WORK

We, the undersigned, certify that this project entitled EVALUATING A COLLEGE CONNECTION PROGRAM DESIGNED TO ENHANCE FEATURES OF GLOBAL CITIZENSHIP by Bethany M. Pulice, Candidate for the Degree of Master of Science in Education, Teaching English to Speakers of Other Languages (TESOL), is acceptable in form and content and demonstrates a satisfactory knowledge of the field covered by this project.



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Abstract

Despite an increased number of international college students studying at U.S. colleges (U.S. Census Bureau, 2010), research suggests international college students do not interact with non-international college students (Arber, 2008; Hsieh, 2007; Rose-Redwood, 2010, Yin, Huang, & Hare, 2010). Such interaction is essential in developing features of global citizenship, which can then benefit both society and the students themselves (Morais & Ogden, 2010). This mixed method study evaluated *Adopt a College Student*, a program which sought to develop global citizenship by pairing international college students with non-international college students or local community members. Initial and final interviews and surveys were conducted with twelve international college students, non-international college students, and community members before and after program participation. While quantitative analysis showed a marginal decrease in global citizenship, qualitative analysis suggested non-international college students and community members, not international college students, showed increases in global citizenship in relation to Adopt a College Student. Increases may have been due to utilization of catalysts and suppression of inhibitors for global citizenship. These findings suggested programs like Adopt a College Student may effectively promote features of global citizenship if experiences with the program are significant. Implications for collegiate global citizenship initiatives and future research are also discussed.

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Introduction

International college students and non-international college students are not interacting on a meaningful level (Arber, 2008; Hsieh, 2007; Rose-Redwood, 2010, Yin et al., 2010). Such intercultural interaction is a significant impetus for global citizenship (Fischer, 2011; Li, 2011; Morais & Ogden, 2010; Okamura, 2009). Therefore, a lack of interaction would lead to missed opportunities to develop features global citizenship. This is a problem because people who have developed features of global citizenship have the potential to make the world a better place (Morais & Ogden, 2010). Global citizens desire to engage local and global issues, partner with different cultures to solve problems in the world, and are able to both understand and respect cultural differences (Battistoni, Longo, & Jayanandhan, 2009; Bourke, Bamber, & Lyons, 2012; Jackson, 2011; Morais & Ogden, 2010).

This study evaluated *Adopt a College Student (AACS)*, a program designed to enhance such features of global citizenship. Through semi-structured interviews and surveys, it explored the quality of connection formed between international college students and Americans participating in the program. Specifically, the study sought to find how these connections influenced participants' involvement in and attitudes towards global and cultural issues. *Global citizenship* served as the theoretical framework for the study. This framework encompassed several features including social responsibility, global civic engagement, and global competency (Morais & Ogden, 2010).

Problem

According to 2010 Census data, non-international college student enrollment in U.S. colleges has more than tripled since 1980. In 1980, approximately 286,000 international college students studied in the U.S. In 2010, approximately 691,000 international college students

studied in the U.S. (U.S. Census Bureau). These students came from many countries and diverse backgrounds ranging from China, to Nigeria, to Mexico, to Canada (U.S. Census Bureau). It would logically follow that an increase of international college students studying in the U.S. would cause an increase in intercultural interactions. For example, if no Mexican students studied at a particular college one year and two studied at the same college the following year, the chances of an American student interacting with a Mexican student increased in the course of a year.

However, study findings suggest Americans are not interacting with international college students on their own (Campbell, 2011; Rose-Redwood, 2010). International and non-international college students, especially, are not interacting with one another (Arber, 2008; Harrison & Peacock, 2010; Hsieh, 2007; Mamiseishvili, 2011; Rose-Redwood, 2010; Yin et al., 2010), even though the numbers of international college students have increased in the past 30 years. If they do interact, it is only on a superficial level (Harrison & Peacock, 2010; Rose-Redwood, 2010). International college students have also remarked that when they did interact with students, it was usually just with other international college students (Major, 2005; Yin et al., 2010). When international college students tried to interact with non-international college students in the classroom, they reported feeling excluded and treated as though their opinions did not matter (Hsieh, 2007; Li, 2004).

When interaction between international college students and Americans does not occur, both parties may miss opportunities to develop aspects of global citizenship. Research suggests global citizens are globally competent, socially responsible, and civically engaged (Morais & Ogden, 2010). Globally competent people, if they are global citizens, will approach new situations with an open mind and seek to understand people from other cultures (Bourke et al.,

2012; Morais & Ogden, 2010). Socially responsible people, if they are global citizens, will interact with people from other cultures in order to solve global problems and will also recognize when people are being treated unfairly (Jackson, 2011; Morais & Ogden, 2010). People who are civically engaged, if they are global citizens, will address local and global issues by volunteering their time and money (Battistoni et al., 2009; Jackson, 2011; Morais & Ogden, 2010). However, as mentioned above, there is a problem in that research findings suggest international college students and non-international college students are not interacting on their own (Harrison & Peacock, 2010; Hsieh, 2007; Mamiseishvili, 2011; Trice, 2005). When these two groups fail to interact, both may miss opportunities to develop global citizenship.

Some schools have developed diversity curricula which have an aim of enhancing connections between international college students and Americans. These curricula include cross-cultural communication courses, service learning projects, intercultural connection programs, or events to which both international college students and Americans are invited (Campbell, 2011; Jackson, 2011; Rose-Redwood, 2010). However, research suggests these activities are only beneficial when interactions between both parties are meaningful and ongoing (Rose-Redwood, 2010). Without this meaningful interaction, both international college students and Americans may miss opportunities to enhance features of global citizenship (Battistoni et al., 2009; Jackson, 2011).

Purpose

The purpose of this study was twofold. First, the purpose was to evaluate AACCS as a global citizenship program. AACCS was a program which had a goal of encouraging and developing meaningful, social connections between international college students and Americans and, in so doing, promote features of global citizenship in both parties (Bourke et al., 2012;

Morais & Ogden, 2010; Szelényi & Rhoades, 2007). Second, the purpose of this study was to provide further research to validate the *Global Citizenship Scale* (see Appendix C), as developed by Morais and Ogden (2010).

AACS paired international college students with either non-international college students or community members. As a part of this global citizenship program, participants shared activities such as eating meals, visiting local attractions, and over-night trips. Participants also partook in an intercultural communication training to prepare them to be a part of the program. As Americans and international college students shared in meaningful activities, they may have learned more about one another's cultures, became more aware of global issues, and enhanced their intercultural communication skills. Such interactions may have led to increased global citizenship (Battistoni et al., 2009; Jackson, 2011).

In order to effectively measure AACS as a global citizenship program, a valid framework was selected: The Global Citizenship Scale (see Appendix C). The Global Citizenship Scale was used to gather and evaluate data regarding the effectiveness of the program as a promoter of global citizenship (Morais & Ogden, 2010). This scale was used to both identify and evaluate features of a person's global competency, civic engagement, and social responsibility. It also acted as a framework by which all of this study's data were gathered, evaluated, and discussed.

It was hypothesized that AACS would develop global citizenship in its participants. Through the program, international college students would connect with either non-international college students or community members on a meaningful, social level. With such increased social interaction, participants would become exposed to other cultures, broaden their worldview and, as a result, develop a desire to address global issues. It was also hypothesized that AACS would prove to be an effective global citizenship program. As such, it could become a global

citizenship program prototype for other colleges and universities.

Significance

Developing AACS was significant for several reasons. One reason was that it could enrich the lives of the international college students, non-international college students, and community members involved, especially as it provided opportunities for close, human interaction that may not otherwise occur (Moore & Popadiuk, 2011; Rose-Redwood, 2010). Another reason was that AACS was the only program of its kind at the school where it was being implemented. AACS may have also acted as a potential means of promoting features of global citizenship as it developed socially responsible, globally competent, and civically engaged individuals.

Developing AACS was also important because it provided local, inexpensive opportunities to interact with people from all over the world. Such intercultural interactions are an important factor in developing global citizenship (Bourke et al., 2012; Morais & Ogden, 2010; Szelényi & Rhoades, 2007). A person could travel to another country to experience other cultures. However, a person does not need to necessarily travel all around the world to have these experiences and thereby become a global citizen (Battistoni et al., 2009; Szelényi & Rhoades, 2007). Through local initiatives, such as volunteering to teach English to immigrants, both international college students and Americans have an inexpensive opportunity to develop features of global citizenship (Battistoni et al., 2009; Szelényi & Rhoades, 2007).

Evaluating AACS as a potential means of promoting global citizenship was significant for several reasons. One reason was that time and money were invested into the program and, if not effective, then that time and money should have been spent on something more worthwhile. Additionally, Morais and Ogden (2010) indicated that further research needed to use and thereby

verify the validity and reliability of the Global Citizenship Scale they had developed. This research provided further data to address that call. Another reason was that encounters with a global citizenship curriculum could positively affect participants, even after a long period of time had passed (Bowman, Brandenberger, Hill, & Lapsley, 2011). If ineffective, the program may have failed to provide participants with such positive effects. By evaluating AACS as an effective promoter of global citizenship, the likelihood increased that participants would experience the positive effects of global citizenship.

Literature Review

The purpose of this study was first to evaluate AACS as a program which encouraged social connections between international college students, non-international college students, and local community members. The program also aimed to enhance features of global citizenship in both international college students, non-international college students, and local community members. The purpose of this study was also to provide further research to validate the Global Citizenship Scale, as developed by Morais and Ogden (2010). In the following sections, the theoretical background to these questions will be provided by exploring several key areas.

First, the definition and development of the term global citizenship will be considered. Then, multicultural interactions will be discussed as a possible means of enhancing features of global citizenship, specifically social responsibility, civic responsibility, and global competence. After that, the social connections formed between international college students and Americans will be investigated as a possible catalyst for global citizenship. This will lead to a discussion of the nature of social connections, or lack thereof, between international college students and Americans. Following that will be an exploration of what has been done to promote social connections between international college students and Americans. Finally, social connection

programs will be examined as a possible facilitator of social connections between international college students and Americans. As a facilitator of connection, such programs may enhance features of global citizenship in both international college students and Americans.

Exploring Global Citizenship

Before exploring AACCS as a means of promoting global citizenship, it is important to explore some of the surrounding literature. This section examines four areas, specifically. The history of global citizenship will be explored and a general definition of global citizenship will be established. After that, methods of capturing and evaluating features of global citizenship in global citizens will be identified. Then, there will be a discussion of the importance of developing features of global citizenship. Lastly, current methods for developing features of global citizenship in college students will be considered.

Definition and history of global citizenship. The following section includes an examination of themes related to global citizenship, as identified in the literature, as well as a discussion of how the term global citizenship has evolved. Specifically, four themes have been identified: social activism, cultural sensitivity, cross-cultural collaboration to solve global issues, and maintaining cultural identity (Battistoni et al., 2009; Bourke et al., 2012; Morais & Ogden, 2010; Roger, 2010; Szelényi & Rhoades, 2007; Woolf, 2010). First, global citizens will be empathetic towards and actively work to resolve social issues (Battistoni et al., 2009; Bourke et al., 2012; Morais & Ogden, 2010; Roger, 2010). Such issues may include topics such as human trafficking, disaster relief, unfair working conditions, or famine. Individuals with a strong sense of global citizenship will seek out ways to address these issues, such as purchasing only fair trade products, donating money to support disaster relief funds, or donating canned goods to local, community food drives.

Second, global citizens will be culturally sensitive as they actively seek interaction with individuals from other cultures (Bourke et al., 2012; Morais & Ogden, 2010; Szelényi & Rhoades, 2007). In order to effectively work with other cultures, a person must have an open mind. Without being open to other possibilities, interpersonal interaction becomes difficult (Li, 2011; Okamura, 2009). For example, both Okamura (2009) and Li (2011) conducted studies examining Asian students' interactions with a Western religion: Christianity. Before interacting with people from the host culture, these students held a negative view of Christianity (Li, 2011; Okamura, 2009). However, when they began to interact and communicate with people from the culture, their negative stereotypes of Christians were challenged (Li, 2011; Okamura, 2009). Through this challenging process, students' minds were expanded as they interacted with people different from themselves. Students reported they returned home eager to share about their new found, positive understanding of Christians. Okamura (2009) quoted a student as saying:

When I was in Japan, I had very negative views of religion because I was told that religions are for the weak and that religion will take an advantage of you. Coming to the United States and meeting with very nice and thoughtful people who are very religious, made me think that may be, what I thought about religion is irrational. Even though I do not consider myself as a Christian, I think I need to take home with me to Japan many positive aspects of this religion which I think very highly of now. (p. 299)

This quote demonstrates that intercultural interactions broadened students' worldview, developed their cultural sensitivity, and thereby developed a feature of global citizenship.

Third, global citizens will work with other individuals, both globally and locally, to solve global issues (Battistoni et al., 2009; Morais & Ogden, 2010; Szelényi & Rhoades, 2007). It is important to note here that global citizens do not necessarily need to travel to other countries in

order to be a global citizen. In fact, Széleányi and Rhoades (2007) argue global citizenship must start at home because interacting with problems around the world can be overwhelming and impossible to handle. Therefore, one way to effectively address such problems is to seek local, more manageable ways of interacting with them (Battistoni et al, 2009; Széleányi & Rhoades, 2007). This may look different depending on a person's community. This may mean connecting with international college students studying in the U.S. (Campbell, 2011) or even just donating blood at a local blood bank. Battistoni et al. (2009) conducted case studies exploring how colleges launched global citizenship initiatives, locally, on campus. One campus hosted a high percentage of international college students and intentionally connected them with the local community through educational activities. Another campus developed a program where students worked with new immigrant families to help them learn English (Battistoni et al., 2009). These local initiatives gave students and community members an opportunity to interact with the world without ever spending money on an overseas plane ticket.

Fourth, in order to interact globally and confront global issues, global citizens must also retain their individual, cultural background (Roger, 2010; Széleányi & Rhoades, 2007). While it is important to remain open to the perspectives of other cultures, global citizens will also recognize the importance of understanding their own culture (Gresham & Clayton, 2011; Jackson, 2011). Jackson (2011) conducted an investigation of one hundred Chinese students studying in the U.K., specifically focusing on one particular Chinese student's experiences. She examined how intercultural interactions influenced global citizenship. Her findings suggested global citizens should seek to understand their own culture in order to effectively engage with other cultures. In reflecting on her experiences, Jackson (2011) quoted a student as saying:

Another surprise of the trip was my realization of my own identity...during the trip,

through interacting with English people, I became aware of our behavioral differences. By looking at the reasons behind them, I discovered that I am deeply influenced by Chinese traditional values and I love Chinese culture very much. I also appreciate English culture too. (p. 91)

In other words, a better understanding of self leads to a better understanding of other people (Jackson, 2011; Roger, 2010). Therefore, an important part of global citizenship is when individuals interact with global issues from the support systems and cultural frameworks of their home nation (Battistoni et al., 2009; Jackson, 2011; Roger, 2010; Szelényi & Rhoades, 2007; Woolf, 2010).

In addition to these four main themes, the literature suggests researchers approach the term global citizenship in two ways: either as a static, literal term which implies actual citizenship to the entire world (Woolf, 2010) or as a conceptual term which implies someone's perspective by which they view the world (Battistoni et al., 2009; Bourke et al., 2012; Morais & Ogden, 2010). Researchers who see global citizenship as a static term argue it is legally impossible to be a citizen of the world. In this sense, global citizenship is imaginative with no grounding in reality (Roger, 2010; Woolf, 2010). These same researchers prefer to use the term *cosmopolitanism* (Jackson, 2011; Roger, 2010; Woolf, 2010). Cosmopolitanism is almost synonymous with the conceptual definition of global citizenship, in that it is defined as a process by which individuals become more aware of the world around them, embrace other cultures, and develop a sense of belonging to the global community (Jackson, 2011; Roger, 2010; Woolf, 2010). The key difference to these researchers is that cosmopolitanism is a process rather than a static event or status. A person can become more or less cosmopolitan, but not more or less a citizen (Woolf, 2010). Researchers who approach the term global citizenship as a conceptual

worldview do not see global citizenship as a static event or citizenship of the world but as a theoretical perspective from which to view the world (Battistoni et al., 2009; Bourke et al., 2012; Morais & Ogden, 2010). This approach, like cosmopolitanism, also implies process. As people interact more with other cultures and become more aware of global issues, they gain more perspective of the world and thereby become better global citizens.

In addition to understanding these conceptual frameworks, it is also important to explore how the term global citizenship has evolved in order to gain a better understanding of the influence and importance of global citizenship. Many factors led to the term global citizenship and the philosophy behind it (Battistoni et al., 2009; Reimers, 2009). One such factor is that economies have become linked (Battistoni et al., 2009; Reimers, 2009). As countries depend on one another for resources and currency, these countries become more interdependent. Better technology has also made it easier for the world to communicate (Battistoni et al., 2009; Reimers, 2009). The internet, especially, provides almost instant, low-cost communication with anyone in the world who also has internet access (Arber, 2008). In her discussion of interactions between international and non-international college students, Arber (2008) touches on new technologies, stating: "the...local...becomes interwoven within the international and the global as the Internet, radios, and television beam the world of the outside into our innermost home-spaces" (p. 396). Additionally, traumatic, global events have affected many regions and instigated unified, global efforts to address these events (Battistoni et al., 2009; Reimers, 2009). Many people also speak English as a first or additional language (Roger, 2010). Being able to speak the same language unites people on a very deep level (Roger, 2010).

After having explored the theoretical background and development of the concept of global citizenship, a basic definition of global citizenship, based on the literature, should be

established. This definition will act as a theoretical framework for this study. Global citizens are good citizens who partner with people from diverse cultural backgrounds to actively address both local and global issues, while recognizing and drawing from their own store of cultural resources (Battistoni et al., 2009; Morais & Ogden, 2010; Szelényi & Rhoades, 2007; Woolf, 2010). Also, global citizenship does not imply a person's legal status. Rather, global citizenship implies a theoretical framework by which that person approaches the world (Battistoni et al., 2009; Bourke et al., 2012; Morais & Ogden, 2010).

Means of identifying and evaluating global citizenship. Morais and Ogden (2010) conducted a meta-analysis of the literature surrounding global citizenship and from this developed the Global Citizenship Scale (see Appendix C) which can be used as a means to capture and evaluate features of global citizenship. The scale includes a series of statements organized around what Morais and Ogden (2010) identified as three main features of global citizenship: social responsibility, global competence, and global civic engagement. Each of these three categories mirrored the global citizenship themes found within this literature review. Morais and Ogden (2010) suggested, in their implications for future research, that the scale should be used in order to increase its validity.

The scale includes statements such as: "I respect and am concerned with the rights of all people, globally" (Morais & Ogden, 2010, p. 453). Each statement can be rated on a five point Likert scale according to how closely the participant feels they align with the statement. Not only does this scale capture features of global citizenship, as identified in the literature, it can also provide a framework by which to evaluate a persons' global citizenship by comparing responses and observations to the three features of global citizenship.

Reasons for developing global citizenship. Creating collegiate programs which aim to

develop global citizens who are conscious of engaging global and local issues are important for several reasons. The foremost reason is that global citizens are good citizens (Woolf, 2010). People who seek out ways to resolve global and local issues have potential to make the world a better place. People who are able to recognize their own cultural perspectives and respect others' cultural perspectives may reduce cultural tensions and misunderstanding. Global citizenship programs at colleges and universities are especially important because they prepare students to interact with other cultures and engage global issues (Battistoni et al., 2009). Students must also be prepared to enter a more culturally connected world (Reimers, 2009). Understanding how other people communicate and view the world can help students interact with people from other cultural backgrounds in more responsible, active, and ethical ways (Reimers, 2009).

The literature also suggests students who have gone through global citizenship programs have experienced long-term benefits (Bowman et al., 2011). Bowman et al. (2011) examined the results of diversity initiatives at a Catholic school in the Midwest, thirteen years after the students had graduated. The researchers specifically wanted to examine students' personal growth, amount of volunteer work, and recognition of racism (Bowman et al., 2011). The school implemented a racial/cultural awareness workshop, encouraged intercultural interactions, and offered an ethnic studies class. Findings from interviews and surveys suggested that, thirteen years later, the workshop and ethnic studies class had led to increased personal growth and a strong sense of purpose in the lives of students. Students also reported being more aware of incidents of racism and more apt to volunteer (Bowman et al., 2011).

Global citizenship curricula. Because of the benefits of developing features of global citizenship in students, U.S. higher education has recently sought to create curricula and initiatives to teach and develop global citizenship (Battistoni et al., 2009; Reimers, 2009). These

initiatives include courses in cross-cultural communication, speaker series, local service learning projects, exploring and supporting national political initiatives, advocating for global justice, engaging in local, social justice opportunities, promoting study abroad experiences for American students, and recruiting international college students from other countries (Battistoni et al., 2009). To ensure success, research suggests initiatives should make sure all students have opportunity to experience active, civic participation and interaction with other cultures (Battistoni et al., 2009).

While not specifically geared to develop features of global citizenship, several colleges and universities have adapted connection programs (Campbell, 2011; Gresham & Clayton, 2011; Battistoni et al., 2009; Li, 2011) which, as a result of promoting intercultural interactions, also promote features of global citizenship (Jackson, 2011; Roger, 2010; Szelényi & Rhoads, 2007). Through these connection programs, international college students build relationships with other college students and/or local community members. Battistoni et al. (2009) studied one such college that connected students with an organization which supported new immigrants to the U.S., *English for Action*. Through this experience, students learned about the struggles people from other cultures face in coming to the U.S. Students reflected on their experiences working with English for Action. Battistoni et al. (2009) summarized these reflections:

Student's written reflections on their experiences in the community at places like English for Action have stressed the richness and diversity of the countries from which their immigrant families come, the opportunities and challenges they face in the United States, their struggles with learning a new language, separation from family, and the discrimination they face in their daily lives. (p. 102)

By volunteering with English for Action and interacting with immigrants from other countries,

these students gained opportunities to learn about other cultures which they may not otherwise have had. Such opportunities are essential in order to develop features of global citizenship (Battistoni et al., 2009), reasons for which will be explored more in depth in the following section.

Multicultural Interactions as Catalysts for Global Citizenship

The research findings of Battistoni et al. (2009) highlight an important factor in developing global citizenship in college students: intercultural interactions. Two key features of global citizenship include social responsibility and global competence (Morais & Ogden, 2010). In order to develop these features, interaction with other cultures must occur (Fischer, 2011; Li, 2011; Morais & Ogden, 2010; Okamura, 2009). When college students limit their interactions with people from other backgrounds, students may miss opportunities to exercise social responsibility and global competency.

Without intercultural interactions, negative stereotypes may persist which could impede the development of features of global citizenship (Li, 2011; Okamura, 2009). Fischer (2011) examined how interracial contact influenced White students' racist stereotypes after four years of college. Overall, the White students who experienced more contact with other races held fewer negative stereotypes at the end of four years:

Formal and informal interracial contact on campus generally results in reduced feelings of social distance towards minorities for White students. Certain forms of contact may also help to engender more positive feelings among White students...which can help to improve the racial climate on campus. (Fischer, 2011, p. 573)

When students do not interact with people from other cultures, they may miss opportunities to challenge stereotypes and open their minds (Fischer, 2011). When negative stereotypes persist,

students may also fail to develop a feature of global citizenship (Morais & Ogden, 2010).

International College Students as Catalysts for Global Citizenship

The presence of international college students on U.S. campuses may provide the kind of opportunities for multicultural interactions which may challenge stereotypes and enhance features of global citizenship. In the following section, there will be an exploration of who these international college students are, why they have come to study in the U.S., and how their presence on U.S. campuses may enhance global citizenship features in the international college students themselves, other students, and local community members.

International college student demographics. Before exploring connection programs and their effect on global citizenship, it is important to understand who international college students are. In 2011, the Institute of International Education (IIE) recorded that a record 723,277 international college students studied in the U.S (IIE, 2011). These students came from many countries. However, China sent the most students by far. China sent 157,558 students while India, the next top country, sent 103,895 students to study in the U.S (IIE, 2011). South Korea and Taiwan were also in the top five countries to send students to study in the U.S., sending a total of 98,838 students combined (IIE, 2011).

This data suggests most international college students on college campuses may come from an Asian cultural background. While these students picked many areas of the U.S. to study, New York State is in the top five states of international college student enrollment (IIE, 2011). This data suggests New York schools, especially, will see a high percentage of Asian international college students studying on their campuses. The implication is that non-international college students studying at New York colleges and universities will most likely interact with Asian international college students specifically. For this reason, if colleges and

universities wish to launch diversity initiatives to enhance features of global citizenship, these initiatives should focus on Asian customs and inter-cultural communication patterns between Asian and White students.

Reasons why international college students come. There may be several reasons why more Asian students, specifically, have chosen to study in the U.S. Education USA, IIE, and the Japan-U.S. Education Commission conducted a survey of 776 Japanese students who indicated their reasons for studying in the U.S. The majority of students said they came to make professional connections and advance their careers (IIE, 2011). Students were also interested in new cultural experiences, conducting research, and advancing their English (IIE, 2011). Global citizenship programs have the potential to address some of these students' reasons for coming to the U.S.. Through inter-cultural social interactions, international college students may make professional connections, experience new cultural traditions, and develop their English skills (Li, 2011; Okamura, 2009; Roger, 2010). Students may also advance their research and careers as they work with other cultures to address local and global issues (Battistoni et al., 2009).

All international college students, not just Asian international college students, come to the U.S. for other, broader reasons. Economies have become more linked and travelling to other countries has become easier (IIE, 2011). Also, as developing governments grow, they encourage their students to travel and take advantage of better education opportunities abroad (IIE, 2011). Students return from their global experiences enriched and ready to share new knowledge with their home country (IIE, 2011). The increased presence of international college students is a unique opportunity that should not be wasted. Schools, universities, and the U.S. government should take advantage of such an opportunity.

There are a couple reasons why it is in the best interest of the U.S. government and

schools to recruit international college students. The U.S. profits from international college students studying in the U.S. (Arber, 2008; Szelényi & Rhoades, 2007). During the 2010-2011 academic year, international college students funneled \$20 billion into the economy through tuition and living expenses (IIE, 2011). While the American economy experienced a recession, the number of international college students coming to the U.S. actually increased (IIE, 2011). Also, while the U.S. financially profits, international college students also enrich U.S. society by adding a broad scope of cultural connections and global perspectives. Such cultural connections may enhance features of global citizenship in both international college students and non-international college students alike (Bourke et al., 2012; Morais & Ogden, 2010; Szelényi & Rhoades, 2007).

How international college students enhance global citizenship. The increased numbers of international college students may mean more opportunities for social connections between international college students and non-international college students and community members. With social interactions, all parties gain an opportunity to develop features of global citizenship: global competency, social responsibility, and civic engagement (Bourke et al., 2012; Morais & Ogden, 2010; Szelényi & Rhoades, 2007). As intercultural, social interactions increase, students from all backgrounds challenge their worldview and expand their global competency (Li, 2011; Okamura, 2009). As students expand their global competency, they may simultaneously develop their concern for people all around the world and thereby become more socially responsible (Battistoni et al., 2009). Thus, as they become more concerned for people around the world, they may develop a desire to engage in global issues and thereby become more civically engaged.

However, an increased presence of international college students on U.S. campus does

not guarantee such social connections are occurring (Gresham & Clayton, 2011; Harrison & Peacock, 2010; Hsieh, 2007; Mamiseishvili, 2011; Rose-Redwood, 2010; Yin et al., 2010). If social connections do not occur between international college students, non-international college students, and community members, all parties may miss opportunities to develop features of global citizenship (Bourke et al., 2012; Morais & Ogden, 2010; Szelényi & Rhoades, 2007). Since such social connections are influential in promoting global citizenship (Moores & Popadiuk, 2011), it would be beneficial to explore whether or not such social connections are actually occurring.

Connections or Lack Thereof

In the following section, there is a discussion of current research surrounding the social connections between international college students, non-international college students, and local community members and whether or not they are occurring. Before all else, the literature is examined, which suggests a lack of connection between international and non-international college students. The possible reasons for this lack of connection are identified. Finally, the strong connections formed between international college students and local community members is explored.

International college students and non-international college students. As one of the main purposes of international experiences is to experience another culture (IIE, 2011), it is essential international college students have many positive experiences with American culture (Dao, Lee, & Chang, 2007; Hsieh, 2007; Moores & Popadiuk, 2011). However, some international college students struggle making social connections, especially with non-international college students (Arber, 2008; Hsieh, 2007; Mamiseishvili, 2011; Trice, 2005). In one such study, Harrison and Peacock (2010) explored non-international college students'

perceptions of their interactions with international college students. Interviews and focus groups revealed non-international college students felt they rarely interacted with international college students and when they did, it was on a superficial level (Harrison & Peacock, 2010). Yin et al. (2010) conducted interviews with international college students at a small university which revealed this population felt the small town offered few opportunities to interact with Americans (Yin et al., 2010). As a result, these students mostly interacted with other students from their same country of origin. Hsieh (2007) conducted a case study of one international college student's experiences in the American classroom. This student reported feeling excluded from their non-international peers and treated as though her opinion did not matter.

In some cases, even when the school has implemented diversity initiatives, social interaction still does not occur between international college students and non-international college students (Bowman et al., 2011; Rose-Redwood, 2010). Bowman et al. (2011) examined the diversity initiatives at one school, which included promoting social interactions between international college students and non-international college students. However, they were unable to draw data regarding such social interactions because they were non-existent. Rose-Redwood (2010) indicates this may be because some diversity curricula focus on superficial means of promoting global citizenship. Rose-Redwood (2010) interviewed 60 graduate students studying in the U.S. in hopes of understanding student perceptions of their school's diversity initiatives. Study findings suggested diversity initiatives included events which were mostly formal, not well-organized, and did not encourage meaningful interactions between international and non-international college students. Sometimes, non-international college students were not even invited to these events. Attempts to connect non-international with international college students on meaningful levels were not effective:

A number of the students pointed out that they would enjoy having Americans as conversation partners, and many had filled out forms to be assigned to an American friend, however they noted that the office generally informed them that it sometimes took a long time before they could be assigned an American partner. (Rose-Redwood, 2010, p. 396)

These findings suggest the diversity curricula developed by some American universities do not provide the meaningful interactions by which international and non-international college students can connect (Bowman et al., 2011; Rose-Redwood, 2010). Meaningful and ongoing relationships involve sharing life experiences such as sharing a dorm room (Harrison & Peacock, 2010), participating in extracurricular activities (Fischer, 2011), or even just sharing ongoing meals (Campbell, 2011; Gresham & Clayton, 2011; Li, 2011; Okamura, 2009).

Reasons for the lack of connection between international and non-international college students. There are several reasons for why international and non-international college students do not interact. International college students may feel overwhelmed by a new culture (Major, 2005; Moores & Popadiuk, 2011; Yin et al., 2010). Schools may not be prepared to support international college students (Li, 2004; Trice, 2005). Language differences (Dao et al., 2007; Li, 2004; Yin et al., 2010) and cultural differences (Fischer, 2011; Harrison & Peacock, 2010; Hsieh, 2007; Major, 2005) may impede connection. Non-international college students' attitudes towards international college students may also affect relationships (Harrison & Peacock, 2010). These reasons will be expanded in the following sections.

Students feel overwhelmed. When international college students first come to the U.S., they struggle with interacting with such a different culture, language, and classroom environment (Major, 2005; Moores & Popadiuk, 2011; Yin et al., 2010). For some international college

students, their experience in the U.S. is their first experience living on campus, in a dorm (Yin et al., 2010). As a result of all this newness, even the simplest tasks become a challenge (Moore & Popadiuk, 2011). This stress may cause international college students to only interact with other international college students (Major, 2005; Yin et al., 2010).

Major (2005) interviewed international college students, the majority of whom came from Asian countries, in regards to their adjustment to American culture. Many were overwhelmed by a culture so different from their own. Because they were so overwhelmed, international college students would not reach out to their American peers and, rather, expected their American peers would take on that responsibility. However, when their peers did not reach out, the international college students felt alienated. Major (2005) quoted a student's response:

I used to think that American students were cold, unfriendly. But now I think they just are not interested in other cultures and other people. When I go back to Japan, I will remember, it's not enough to be kind to international students. I will have genuine interest and sharing. (p. 91)

As a result of feeling alienated, many of these international college students connected with other international college students because they felt these students better understood their situation and, as a result, were more compassionate. Connecting with other international college students provided the connection and support these students needed (Major, 2005).

Inadequate school infrastructure. Some schools have not developed an infrastructure to support international college students as they interact with American peers, professors, and cultural/academic systems (Li, 2004; Trice, 2005). Li (2004) conducted a case study of four Chinese students studying at a Canadian school in order to investigate their experiences studying in another country. Findings suggested international college students did not receive adequate

language support in the classroom. For this reason they felt they could not confidently discuss classroom topics with their non-international peers. Without this classroom interaction, international and non-international college students missed an opportunity to connect.

Trice (2005) investigated several departments at a university, specifically seeking to understand each department's approach to international college students. The architecture department was concerned with developing relationships between international and non-international college students both inside and outside the classroom. However, the mechanical engineering department did not make efforts to integrate the two groups. This department assumed integration would never occur, so no special initiatives were implemented to encourage it. The architecture department had departmental leadership which encouraged multi-cultural interactions but the mechanical engineering department did not. From these findings, Trice (2005) suggested cross-cultural connection initiatives must begin with the departmental chair. When department chairs do not start such initiatives, connection may never occur.

Linguistic differences. Both international and non-international college students indicate language barriers cause significant alienation between the two groups (Dao et al., 2007; Li, 2004; Yin et al., 2010). International college students feel their inability to speak English limits their ability to have in-depth conversations with non-international college students (Yin et al., 2010). Also, international college students feel they cannot understand class discussions enough to participate in conversations with their non-international classmates (Li, 2004).

Likewise, non-international college students feel they cannot interact with international college students because of language barriers (Campbell, 2012; Harrison & Peacock, 2010). In their research, Harrison and Peacock (2010) found non-international college students felt self-conscious speaking English with international college students because they were afraid of

miscommunication. Non-international college students also resented when international college students spoke to one another in their first language rather than English. Such language barriers contributed to non-international college students feeling segregated from international college students (Harrison & Peacock, 2010).

Cultural differences. Another reason social interaction may not occur is because of significant differences between two cultures (Fischer, 2011; Harrison & Peacock, 2010; Hsieh, 2007; Major, 2005). As a result, many international college students easily create relationships with other peers from similar backgrounds but have a more difficult time creating relationships with Americans (Yin et al., 2010). The more different students' cultures, the more likely they will not socially interact (Fischer, 2011; Klomegah, 2006; Mamiseishvili, 2011). Therefore students from European countries will have an easier time connecting with American students than students from Asia or Africa (Fischer, 2011). Students from Asia, in particular, experience stress when they are unable to socially connect with their American peers (Fischer, 2011; Trice, 2004).

Hsieh (2007) conducted a case study with one Chinese student studying at an American university. During her initial interactions in the classroom, this Chinese student was quiet and reserved, according to cultural custom. After a little while of being ignored, she quickly learned the American value of being assertive and out-spoken in the classroom. However, when she tried to be more assertive with her classmates, she still felt ignored. No one asked her opinion for group projects. She shared: "they didn't ask me questions. They just talked to themselves, and it's hard for me to get into the conversations" (Hsieh, 2007, p. 386). As a result of this alienation, this Chinese student sought other international college students for companionship. Hsieh (2007) suggests this alienation was due, in part, to a mismatch between the American and

Chinese classroom culture. In China, students show respect to their teachers by listening and remaining silent. The opposite is true in American classrooms. Cultural mismatch may have caused this Chinese student to feel isolated and incapable of forming intercultural connections (Hsieh, 2007).

Harrison and Peacock (2010) conducted interviews and focus groups at a college in the U.K. which had implemented a global citizenship initiative called *Internationalism at Home*. The researchers wanted to explore how non-international college students viewed their social interactions with international college students and reasons for interacting, or not interacting, with international college students. Interviews suggested non-international college students rarely interacted with international college students because they were involved in extracurricular activities which revolved around British cultural themes with which international college students could not identify. The non-international college students also expressed feeling anxious about interacting with international college students for fear of insulting them. This cultural friction contributed to an in-group/out-group divide which kept non-international and international college students from living out the Internationalism at Home initiative. This meant these students did were not, on the whole, interacting on a social level outside the classroom (Harrison & Peacock, 2010).

International college students and community members. Contrary to the connections, or lack thereof, formed between international and non-international college students, the literature suggests international college students form strong social connections with local community members (Gresham & Clayton, 2011; Li, 2011; Okamura, 2009). Unable to make connections with Americans, international college students may make connections outside of the campus community, such as with other students of the same ethnic background or religious faiths

(Major, 2005; Mamiseishvili, 2011; Yin et al., 2010). In these venues, international college students found the support they were not able to find elsewhere.

Such close, social interactions may have occurred because of programs geared towards intentionally connecting international college students with local community members (Gresham & Clayton, 2011; Li, 2011; Okamura, 2009). These programs will be explored more in depth later on. However, for now, it is important to note that these programs were able to create social connections between international college students and local community members (Gresham & Clayton, 2011; Li, 2011; Okamura, 2009). For example, one such community group recognized that the local college was not providing its international college students with the diverse social interactions for which they came to the U.S. to experience (Li, 2011). In response, this community group set up a program by which community members could connect with these international college students (Li, 2011).

Developing Better Connections

Considering the lack of social connection between international and non-international college students, several initiatives have been developed to remedy the situation. In the following section, some of these initiatives will be explored. One initiative involves what colleges and universities are trying to do about the lack of connection between international and non-international college students. Other initiatives include what communities have been doing about the lack of connection between international college students and community members.

What schools are trying to do. Some schools do not always create environments where international college students can interact socially with non-international college students (Rose-Redwood, 2010; Trice, 2005). Rose-Redwood (2010) conducted interviews with international college students attending an East coast university in order to discover students' perceptions of

their school's diversity initiatives, specifically in regards to international and non-international college student interactions. Students reported that the few number of minorities on campus forced students to interact with other international college students. Students also reported that formal events meant to create social interactions were superficial and did not promote real relationships with American students. International college students also felt American students did not attend the same events as international college students and suggested their school organize a program which connected international college students with American students (Rose-Redwood, 2010). Trice (2005) conducted case studies examining a university's departmental responses to international college students. Findings suggested both American students and faculty accepted that interactions would not occur between international and non-international college students and, as such, made no special efforts to interact. Findings also suggested international college students' individual cultural backgrounds were not respected in the classroom. (Trice, 2005).

Some schools have implemented social connection programs, especially with local community members, as an alternative to some of the superficial programs as described by Rose-Redwood's (2010) research. These programs are developed because social connections with other cultures are not occurring (Harrison & Peacock, 2010; Mamiseishvili, 2011; Trice, 2005) and students would not look for connection on their own (Gresham & Clayton, 2011; Li, 2011). These programs also recognize that the best kind of contact for international and non-international college students does not come through in class interactions but through mutual involvement in extracurricular activities (Fischer, 2011). Such programs aimed to connect international college students with individuals from the local, host community on a consistent, meaningful basis throughout the semester (Campbell, 2011; Gresham & Clayton, 2011; Li, 2011;

Okamura, 2009). In doing so, these programs embraced the inter-cultural, social connections which enhance features of global citizen in all parties involved (Bourke et al., 2012; Morais & Ogden, 2010; Szelényi & Rhoades, 2007).

While schools should continue to encourage the development and implementation of programs which encourage connections between international college students and community members, schools should also encourage programs which promote connections between international and non-international college students. One school has developed a program to connect international college students with other college students: *The Buddy Project* (Campbell, 2011). The Buddy Project was started in New Zealand. The program paired 30 international college students with 30 domestic students. Domestic students were part of an intercultural communication class of which the Buddy Project was a requirement. For the first two weeks of the course, students were trained in how to interact with individuals from another culture. For the remaining twelve weeks, students met regularly, enjoying activities both off and on campus. They got coffee, went to lunch, watched movies, shared meals, and played sports together. Domestic students also helped international college students acclimate to life at a foreign university.

Overall, both groups learned a lot about other cultures. Domestic students developed empathy for the international college students and realized why international college students only interacted with other international college students. Domestic students also learned how to better communicate with people who did not speak English as their native language. One student shared: "I got to understand that intercultural communication is not just about communicating with a person of different culture; it's also about learning why they do what they do" (Campbell, 2011, p. 214). Through the Buddy Project, students were able to go beyond superficial

connections and really get to know their non-international peers (Campbell, 2011). In doing so, these students also developed features of global citizenship (Bourke et al., 2012; Morais & Ogden, 2010; Szelényi & Rhoades, 2007).

What communities have been doing. Since the research suggests there are more community based programs to develop connections between international college students, non-international college students, and community members, it would be beneficial to discuss how these programs have been formatted and some of the specific results of such programs. One program which has sought to connect international college students with local community members and non-international college students is *Community Connections* (Gresham & Clayton, 2011). Community Connections was developed in a small county in Australia with few opportunities for local community members and non-international college students to make international connections. However, this small county also contained a university with a high population of international college students. The catalyst for Community Connections was an evaluation which indicated these international college students were not connecting with local community members or other non-international college students. The program enlisted both community and non-international college student volunteers who agreed to be paired together with international college students for social activities. After applying, receiving training, and being interviewed to determine compatibility, non-international college students and community members were paired and required to meet at twice a month. Throughout the program, both parties were supported by ongoing trainings and accessibility to the program coordinator. A survey gathered data about non-international college student and community member responses. The consistent, meaningful time spent between the international college students, non-international college students, and local community members built meaningful relationships,

increased students' ability to adjust to academic life, and provided both parties with rich, intercultural experiences which they might not have otherwise experienced. Such social interactions provided opportunities to develop features of global citizenship in both parties (Bourke et al., 2012; Morais & Ogden, 2010; Szelényi & Rhoades, 2007).

Li (2011) conducted a study in the United Kingdom examining the effects of relationship between international college students' and members of a local community organization, LVG. LVG was committed to supporting international college students by providing students with ongoing support in lieu of the lack of support from their university. Activities included Friday evening cultural programs and trips to local attractions. Many of the LVG members were Christians and gained personal fulfillment from supporting the international college students. Likewise, the students appreciated contact with the local community and felt it was a great way to make friends in an unfamiliar country. Interviews with students revealed many struggled with reconciling their home identity with the host culture identity. Because LVG was a program comprised mostly of Christians, some students felt their cultural and religious identities were challenged and compromised (Li, 2011). Through these meaningful inter-cultural interactions, both international college students and local community members challenged their worldviews and, also gained a better understanding of their own cultural background and religion. Gaining a better understanding of one's cultural background is a feature of global citizenship (Morais & Ogden, 2010).

Okamura (2009) interviewed Japanese international college students attending a Christian college and interacting with Christian host families. Before coming to America, the students held a negative view of religion. However, after sharing meals with a Christian host family, students reported that their host families were generous and sincere, challenging their prior

stereotypes. Because of their sincerity, students felt welcomed and at home. From this experience, some students converted to Christianity but all students returned to Japan with a better understanding of the religion. Their negative stereotypes had been challenged and they were eager to return to Japan to share their new found perspectives with their family and friends (Okamura, 2009). These students were able to challenge prior, negative stereotypes because of the close friendships they had formed with their host families. Challenging negative stereotypes by keeping an open mind is another feature of global citizenship (Jackson, 2011).

The research suggests these three community based programs all developed features of global citizenship in participants (Bourke et al., 2012; Jackson, 2011; Morais & Ogden, 2010; Szelényi & Rhoades, 2007). By interacting on a meaningful level, international college students, non-international college students and local community members were able to break through negative stereotypes and thereby better understand one another's cultures (Jackson, 2011). Without such meaningful interactions, research suggests community members and international and non-international college students are not, on the whole, breaking negative stereotypes or developing an understanding of other cultures (Li, 2011; Okamura, 2009). However, the implementation of collegiate connection programs modeled after programs like the Buddy Program (Campbell, 2011) or various community connection programs may lead to increased social, inter-cultural interactions (Gresham & Clayton, 2011; Li, 2011; Okamura, 2009). Increased social, inter-cultural interactions may enhance features of global citizenship for all parties involved (Bourke et al., 2012; Morais & Ogden, 2010; Szelényi & Rhoades, 2007).

Connection Programs may be the Answer

The programs described above provided opportunities for continuous, meaningful interactions between community members and international and non-international college

students. Such meaningful interactions may develop features of global citizenship in several ways. For example, such programs may develop participants' global competence as they approach new situations with an open mind and seek to understand people from other cultures (Bourke et al., 2012; Morais & Ogden, 2010). As Americans and international college students interact, both will exercise global competence as they learn about one another's cultures (Jackson, 2011). Also, such programs may both develop participants' social responsibility and civic engagement as they interact with people from other cultures in order to solve global problems and develop their ability recognize when people are being treated unfairly (Morais & Ogden, 2010). As Americans and international college students interact, both will exercise social responsibility as they learn about issues occurring around the globe (Battistoni et al., 2009). They may even be inspired to address some of these issues together.

Because strong connection programs may enhance global citizenship, this particular study sought to evaluate a connection program which aimed to develop features of global citizenship within the residents of a small, university town in the eastern U.S. The number of international college students studying at this particular university had increased, following national trends (IIE, 2011). However, the current infrastructure of the college did not include well developed connection programs for community members and international and non-international college students, which literature suggests enhances features of global citizenship in its participants (Moore & Popadiuk, 2011). Therefore, the overall purpose of this study was to evaluate AACCS as a program designed to socially connect these international college students with local community members or non-international college students and thereby develop their global citizenship. It was hypothesized that this evaluation might suggest possible changes to the program which, if made, might further enhance features of global citizenship in its participants.

This study also aimed to evaluate the Global Citizenship Scale, as developed by Morais and Ogden (2010), as an effective measurement of global citizenship. In regards to the scale, it was hypothesized that evaluation might suggest possible changes to the scale which, if made, might increase its validity as a measurement of global citizenship.

This study used global citizenship as a framework by which to analyze international college student interactions with local community members or non-international college students. This global citizenship framework included three dimensions. First, global citizens were sensitive to both global and local issues. Second, global citizens worked with individuals from varying cultural and linguistic backgrounds to solve these global and local issues. Third, global citizens developed cultural sensitivity and cross-cultural communication skills as they work with other individuals to solve both local and global issues. It is also important to note that, for the purpose of this study, global citizenship was not meant to signify any kind of physical citizenship but, rather, a worldview.

Methodology

AACS was evaluated using the Global Citizenship Scale (Morais & Ogden, 2010). Morais and Ogden (2010) conducted a review of the literature surrounding global citizenship in order to develop a definition for global citizenship, as well as create a scale by which to measure global citizenship. Their meta-analysis revealed global citizens generally possess global competence, engage in governmental issues, and are socially responsible (Morais & Ogden, 2010). This scale was used both as the theoretical framework for this entire study and by which AACS was evaluated.

The specific steps by which AACS was developed and evaluated will be outlined in the follow sections. Overall, initial interviews and surveys were conducted at the beginning and

ending of the AACCS experience. The overall purpose of this format was to provide a picture before and after participants' experiences with AACCS. Because this procedure included so many steps, for the sake of clarity, it has been adapted to a chart form. This chart can be found in Appendix A.

Setting

This study was conducted in a small university town located in Western New York. This town, apart from the college, is largely agricultural. For this reason, many international people relocate to this town in order to work as migrant workers. In order to support this population, the community has implemented programs such as a not-for-profit center devoted to teaching English to non-native speakers. Apart from this population, the only other major source of cultural diversity and opportunity to develop features of global citizenship comes from the university itself.

The university has developed an international education program which recruits international college students to study at the school. This program organizes several initiatives to support these international college students and promote intercultural connections. Such initiatives include cultural dinners to which the entire student body is invited, international guest speaker series, and an extensive orientation week for newly arrived, international college students. The community has also developed programs similar to AACCS which aimed to connect international college students with local community members and non-international college students. However, these programs remained small in scope, only pairing a few international students with local community members and non-international college students each semester. These community members also lived far from the campus – there were no community members in the immediate area who were formally connecting with international college students.

Additionally, these programs did not pair non-international college students with international college students on a long-term basis. Because of a lack of strong, widely utilized programs connecting international college students with non-international college students and/or community members, opportunities to enhance and develop pre-existing global citizenship programs were available. The following section includes a discussion of the sample of this study.

Sample

The sample for this study was divided into three categories: international college students, non-international college students, and local community members. The sample included any international college student, non-international college student, or community member who signed up to participate in AACSB. Table 1 outlines this data and includes information about how many people were in each category, as well as listing their gender, collegiate status, and home country.

Table 1

Overview of Sample

Feature	International Students	Non-international Students	Community Member
Number	9	6	7
Gender	7 Female 2 Male	4 Female 2 Male	4 Female 3 Male
Collegiate Status	9 Undergraduate	4 Undergraduate 2 Graduate	
Home Country	7 South Korea 2 Japan	6 U.S.	7 U.S.

There were nine international college students who signed up to participate with AACCS and all were eighteen years or older. All nine international college students were classified as international, undergraduate students, per university and U.S. visa policy. For seven of these international college students, it was their first semester in the U.S. For two, it was their second semester in the U.S. There were six non-international college students who signed up and all were eighteen years or older. Of this group there was one married couple who were also graduate students. There were seven community members who signed up to participate with AACCS and all were eighteen years or older. All seven community members were permanent residents of the local community. Of this group, there were three married couples, two of which had children under the age of eighteen who did not participate in the research.

Most of the individuals in the sample had never participated in AACCS prior to the start of the study. One international college student had been paired with a family a semester before. However, this student had limited interaction with his host family and therefore would not have experienced affects, either positive, negative or non-existent, of participating in AACCS. For this reason, he was still included in the sample.

Participants

Participants were drawn from the sample, which included anyone who signed up to participate in AACCS. There were two groups of participants for this study. An initial, larger group of participants completed the initial survey and interview. A final, smaller group of participants completed the final survey and interview. For this reason, the participant section has been divided into two phases. These phases will be outlined in the following sections.

Phase I. Of the sample, fifteen participants initially signed consent forms to partake in the study. Most of these participants had never participated with AACCS in prior semesters. The

international college student who had participated previously was also included. However, not all fifteen participants were included in data collection. One international student dropped out of the study before completing an initial interview. Per study procedure, both the international college students and their paired community members had to agree to participate in the study. Therefore, the two community members who had been paired with this international student could no longer be included in the data.

For these reasons, only twelve of these fifteen participants were included in the interview data. All twelve of these participants were ages eighteen or over. These participants were divided into three groups: international college students, non-international college students, and community members. These participants were given pseudonyms in order to ensure anonymity. For a visual representation of participants' demographics and pseudonyms, see Table 2.

Table 2

Demographics of Phase I Participants

Participant Pseudonym	Category	Gender	Nationality	Second Language	Major
Robert	Community Member	Male	U.S.	None	
Karen	Community Member	Female	U.S.	None	
Yura	International Undergraduate	Female	South Korea	English	Communications
Soo Jeon	International Undergraduate	Female	South Korea	English	Communications
So Hee	International Undergraduate	Female	South Korea	English	Psychology
Akasuki	International Undergraduate	Female	Japan	English	Communications
Haru	International Undergraduate	Male	Japan	English	
Jacob	Non-international Undergraduate	Male	U.S.	None	Education
Jenna	Non-international Graduate	Female	U.S.	Spanish	Education
Nicholas	Non-international Graduate	Male	U.S.	None	Seminary
Alice	Non-international Undergraduate	Female	U.S.	Spanish	Education
Melissa	Non-international Undergraduate	Female	U.S.	None	Biology

All five international college students were undergraduates and were classified as an international college student, per college and visa policy. Only Haru, Akasuki, and So Hee had travelled outside their home country and the U.S. Of the five non-international college students, Jacob, Melissa, and Alice were classified as undergraduate students. Jenna and Nicholas were classified as graduate students and were also married to one another. Melissa was the only non-international college student who had never travelled outside the U.S.. Robert and Karen, the two community members, were also married to one another. Both Robert and Karen had travelled outside the U.S. on various vacations.

Thirteen participants completed initial surveys. This meant one of the three participants who were excluded from the interview data had taken the initial survey. Because surveys were anonymous, there was no way to determine which of these three participants had completed the survey. Removing this thirteenth survey response meant possibly deleting data provided by an individual still participating in the study. Therefore, this extra survey response was included in the data analysis. This will be discussed further in the data analysis section.

Phase II. Of the sample, eight participants completed both the initial and final interviews. However, only seven completed the final surveys. Because the survey was anonymous, there was no way to determine who had completed the final survey. Therefore demographic information was only available for the eight participants who had completed both the initial and final interviews. These eight participants were divided into three groups: international college students, non-international college students, and community members. All of the community members from Phase I participated: Robert and Karen. Two of the five international college students from Phase I participated: Haru and Akasuki. Four of the five non-international college students from Phase I participated: Melissa, Alice, Jenna, and Nicholas.

For their demographic information, refer back to Table 2.

Procedure

In order to implement and explore the effectiveness of AACCS as a global citizenship program, this study adhered to pre-planned steps (see Appendix A) which were implemented over the course of a semester. These steps were submitted to and approved by the Human Subjects Review (HSR) board at the university where the research was conducted (for documented approval of these steps, see Appendix G). It is important to note that when participants signed up for AACCS, they were *not* automatically enrolled in the study. There were two separate recruitment processes for both AACCS and the study.

Recruitment for AACCS. Participants for AACCS were recruited through the International Education Center at the college, a local church, and a Christian club on campus. It is important to note AACCS was a program that was developed and implemented prior to the start of the study. It was already approved by the college's Department of International Education, the local church, and the Christian club on campus. Becoming a participant of AACCS did not automatically enroll that person in the study. However, those who enrolled in AACCS did become the sample from which participants were recruited.

In the midst of AACCS sign-ups, the researcher paired international college students with either non-international college students or community members. In order to do this, the researcher sent each person who signed up an email asking for information such as favorite activities or academic major. As email questionnaires were completed, the researcher paired international college students with either non-international college students or community members based on similar interests. The researcher also asked the international college students if they would prefer to be paired with either a non-international college student or community

member. However, because there were more international college students than community member families who signed up, some international college students had to be paired with non-international college students, even if they had requested to be paired with a community member.

Recruitment for study. Once all participants were paired with either a community member or non-international college student, participants for the study were recruited via phone, email, and in-person meetings at a local area church. At this meeting, participants received a verbal explanation of what the study would entail and, if still interested, signed a written consent form (see Appendix B). If those who attended the meeting were not interested in participating once they saw the consent form, they left. In order to participate, both the international college students and community members/non-international college students had to sign the consent form and express their desire to be a part of the study.

Initial and final surveys and interviews. Initial and final semi-structured interviews were conducted and surveys were distributed to international college students, community members, and non-international college students to determine their global citizenship status both before and after participation with AACCS. These instruments were distributed over a month and a half time-frame. Semi-structured interviews lasted no more than an hour and a half in length. While drawing primarily from Global Citizenship Scale items (see Appendix C), these semi-structured interviews allowed for follow-up questions. The semi-structured nature of the interviews was also important so the interviewer could re-phrase questions (without losing the meaning of the question) if the interviewee did not understand a question. These interviews were audio-taped and transcribed to ensure accurate data collection. Survey questions were drawn directly from Global Citizenship Scale items (Morais & Ogden, 2010) and distributed via Survey Monkey (see Appendix D). The survey link was emailed to participants along with a cover page

re-explaining details of the study (See Appendix E for email).

Instruments

This study aimed to find evidence as to whether or not connection programs such as AACS promote global citizenship in its participants. The data from the surveys and interviews were used to determine if and how AACS influenced features of global citizenship in its participants. It should be noted that, originally, observations of participants were also going to be conducted. However, these observations would have only included two or three participants at a time. This situation may have made participants feel uncomfortable and act differently as a result. This may have skewed data. For this reason, observations were excluded.

Both survey and semi-structured interview items were taken from the Global Citizenship Scale (Morais & Ogden, 2010). Morais and Ogden (2010) divided the scale into three features: social responsibility, global civic engagement, and cultural competency. This scale was selected in large part because these three features encapsulated the themes found in the literature review conducted for this study (Battistoni et al., 2009; Bourke et al., 2012; Morais & Ogden, 2010; Roger, 2010; Szelényi & Rhoades, 2007; Woolf, 2010). Morais and Ogden (2010) divided these features into more specific subcategories, which they then divided into even more specific subcategories. For example, social responsibility was broken into three categories: global justice and disparities, global interconnectedness and personal responsibility, and altruism and empathy. Each of these three subcategories included even more specific subcategories. For example, altruism and empathy were broken into three categories:

SR.2.1 The needs of the worlds' most fragile people are more pressing than my own.

SR.2.2 I think that many people around the world are poor because they do not work hard enough. SR.2.3 I respect and am concerned with the rights of all people, globally"

(Morais & Ogden, 2010, p. 453).

A complete list of these categories and subcategories can be found in Appendix C. To ensure each section was included equally in the surveys and semi-structured interviews, questions were drawn from each section in proportionate amounts.

There were thirteen questions asked during the interviews. According to the nature of semi-structured interviews, questions were slightly reworded without changing the meaning of the question, to clarify points of misunderstanding. This was especially important for the international college students, as their English proficiency occasionally impeded them from understanding interview questions. In order to make the questions more comprehensible, the interviewer used simplified language, provided examples, and allowed the student to read the question card. For all participants, there was also opportunity for follow up questions.

There were thirteen survey items, all of which were statements taken from the Global Citizenship Scale. Each item was intended to proportionally represent the three domains of global citizenship: social responsibility, global civic engagement, and global competency (Morais & Ogden, 2010). In order to complete the surveys, participants rated responses on a five point Likert scale of strongly agree, agree, no opinion, disagree, and strongly disagree. A respondents' global citizenship status was determined by much they agreed, or disagreed, with the survey item. Surveys were distributed using an online survey tool, Survey Monkey, and completed anonymously by participants.

These instruments were valid for several reasons. Two interviews and two surveys were used to gather data. By using four instruments instead of one, validity increased through triangulation (Fraenkel & Wallen, 2009). If all four instruments revealed similar patterns in regards to participants' global citizenship, the instruments could be considered valid. Also, audio

recordings and transcriptions of interviews presented accurate data, thereby eliminating some researcher bias (Fraenkel & Wallen, 2009). Process validity was also used. Global citizenship was thoroughly researched before beginning the study and instruments closely aligned with three major themes of global citizenship, as found in the literature: social responsibility, global civic engagement, and global competency. Dialogic validity was also used as research results were disseminated both within the immediate collegiate community wherein research was conducted and with a university in Australia.

Data Analysis

Several instruments were used in order to code and process data. All items from surveys and questions from interviews were drawn equally from the three dimensions of the Global Citizenship Scale: social responsibility, global competence, and global civic engagement (Morais & Ogden, 2010). The Global Citizenship Scale was a series of statements categorized by each of these dimensions (Appendix C). These three main categories, and subsequent subcategories, helped identify important themes within the data and also served as the theoretical framework by which data were organized.

An initial survey was utilized to obtain a baseline assessment of the group's initial scores on the Global Citizenship Scale, before having participated in AACCS. A final survey was utilized to obtain an assessment of the group's final scores on the Global Citizenship Scale, after having participated in AACCS. As both the initial and final surveys were completed anonymously, the only way to analyze the data from the surveys was to examine the responses of the entire group. In order to process the data gathered from the surveys, responses were coded according to how the participants rated each statement on a Likert Scale. *Strongly agree* equaled 4, *agree* equaled 3, *no opinion* equaled x, *disagree* equaled 2, and *strongly disagree* equaled 1.

However, some items were reversed coded because the nature of the survey item required disagreement with the statement in order to be considered a level 3 or 4 score on the Global Citizenship Scale. For example, participants who strongly disagreed with the statement “I think that most people in the world get what they deserve” scored a 4 on the Likert scale. If participants scored a 3 or above on an item, then participants were considered to have high global citizenship for that item. Conversely, a score of 3 or below signified low global citizenship for that item.

It is important to note that survey items eight and eleven, both global competency items, were accidentally inputted twice in both initial and final surveys. Participants responded to these items differently both within the survey itself and from the initial to final surveys. For this reason, these duplicate items were still included in data analysis. Also, as a result, items related to global civic engagement were slightly underrepresented and items related to global competency were slightly overrepresented.

The *Cutting and Sorting* method for processing qualitative data was used in order to process and code data from the transcribed interviews (Lincoln & Guba, 1985). As prescribed by Lincoln and Guba (1985), important themes were identified according to both the pre-existing literature surrounding global citizenship and themes identified within the interviews. In order to identify themes within the interviews, data were first examined for any important, stand-alone chunks of information. These chunks of data, anything from a sentence to a paragraph, were placed onto index cards. Then, index cards were sorted into categories according to how they related to one another. If they did not relate to one another, either a new category was created or the cards were placed in a miscellaneous pile.

Once data were sorted, the index cards were coded according to the participant’s

pseudonym, the type of participant, the place where the data were collected, and the type of data that was collected (initial or final interview). After the index cards were coded, categories were reviewed for the general rules which dictated that category. Categories were then examined as a whole in order to uncover any relationships with other categories. Index cards were then re-reviewed and compared against the rule created for that category. If necessary, index cards were re-categorized. These data, once sorted and categorized, were used to determine any gaps or strong themes which arose in relation to the pre-existing literature or other interviews. Data taken from initial and final interviews were then compared to determine any shifts in themes. Shifts in themes were then evaluated as possible indicators that participation in AACS influenced participants' global citizenship status.

In addition to evaluating AACS as an effective global citizenship program, this study also aimed to evaluate the validity of the Global Citizenship Scale developed by Morais and Ogden (2010). The only way to effectively evaluate the scale was to examine interview responses. In order to gather data, phrases were identified which suggested the participant either struggled with how an interview item was worded or implied the participant wanted to provide correct answers. These phrases were then coded according to features of global citizenship: social responsibility, global civic engagement, and global competency (Morais & Ogden, 2010). Doing so helped identify if there were specific features with which participants struggled the most. It is important to note, some participants did not speak English as their first language. This may have interfered with comprehension. In order to differentiate between issues with the item and issues with language, statements were coded according to international and non-international participants. If both international and non-international participants had questions about an item, it was then inferred there were issues with the item itself and not issues with language.

Data were used in a couple ways. Morais and Ogden (2010) indicated their Global Citizenship Scale needed to be used in order to increase its validity. This study did just that, evaluating AACS as a promoter of global citizenship and thereby increasing the validity of the scale. Additionally, data were used to support the importance of AACS and similar programs as a catalyst for global citizenship. If proved effective, AACS may remain as a permanent part of the diversity initiatives of this particular university. Most importantly, data were used to evaluate AACS as a means of promoting features of global citizenship. Such evaluation could then be used to improve features of the program.

Results

Not all participants completed both the initial and final interviews and surveys. All twelve participants completed the initial surveys and interviews. However, only seven participants completed the final surveys and only eight completed the final interviews. Therefore, the results section was divided into two sections: Phase I and Phase II. Overall, comparing Phase I to Phase II surveys found relatively no change in participants' global citizenship. Phase I interviews highlighted several catalysts and inhibitors which affected participants' global citizenship. Phase II interviews suggested areas where participants' global citizenship had increased in direct relation to AACS. Data from Phase I and Phase II interviews also suggested participants' struggled to understand some of the questions taken from Global Citizenship Scale, specifically items related to social responsibility (Morais & Ogden, 2010).

Phase I and Phase II: Surveys

Thirteen participants completed the initial surveys. However, only seven of the thirteen participants completed the final surveys. For both the initial and final surveys, items which were coded as 3 or above on the Likert scale were considered high, positive global citizenship scores.

On the other hand, items which were coded as 3 or below on the Likert scale were considered low, negative global citizenship scores. Some items had to be reversed coded because the item was worded so that strongly agreeing with the item would negatively affect the participants' overall global citizenship score.

Each participants' Likert scale response to global citizenship items on the initial survey was recorded. These responses indicated participants' level of global citizenship in relation to each item. For a visual representation of this data, refer to Table 3.

Table 3

Mean Likert Scores for Initial Survey

Participants	Items												
	I1	I2	I3	I4	I5	I6	I7	I8	I9	I10	I11	I12	I13
P1	3	2	4	3	4	4	3	4	2	3	3	3	3
P2	2	3	3	3	3	x	2	3	3	2	3	3	x
P3	1	x	3	1	3	x	x	3	3	3	3	x	x
P4	x	2	4	3	4	x	3	4	4	3	4	x	x
P5	3	2	x	3	4	3	x	3	3	3	3	3	3
P6	4	3	3	x	4	3	4	4	x	3	4	x	3
P7	x	3	2	3	x	3	3	x	3	2	x	x	1
P8	3	x	3	3	3	2	x	3	3	3	3	x	2
P9	3	3	4	3	x	4	3	3	3	3	3	3	2
P10	x	2	x	3	3	3	x	x	x	3	x	x	1
P11	2	3	x	3	3	x	3	4	4	3	4	x	x
P12	2	3	x	2	3	3	3	3	3	3	x	x	3
P13	3	3	x	2	3	3	3	x	x	3	x	2	2

All of the participant's responses for each survey item were then averaged, eliciting the group's mean score for each item. These mean scores, by item, were then averaged together to find the group's overall, initial, mean score on the global citizenship scale ($M = 38.3$). This score provided a baseline, quantitative measurement of the group's initial, overall global citizenship.

This same process was followed for the final surveys. Survey item responses were

recorded and can be seen in Table 4.

Table 4

Mean Likert Scores for Final Survey

Participants	Items												
	I1	I2	I3	I4	I5	I6	I7	I8	I9	I10	I11	I12	I13
P1	x	2	3	3	3	3	3	3	3	3	3	2	2
P2	3	3	4	2	4	3	3	4	3	3	4	4	4
P3	3	2	x	3	3	x	x	x	3	2	x	3	x
P4	2	3	2	x	x	4	x	x	3	3	x	2	2
P5	2	3	x	3	3	3	3	x	3	x	2	2	3
P6	3	3	x	2	x	4	2	x	2	3	x	2	2
P7	3	3	x	3	x	x	2	4	3	3	4	x	3

Just as with the initial surveys, all of the participant's responses for each survey item were then averaged, eliciting the group's mean score for each item. These mean scores, by item, were then averaged together to find the group's overall, final, mean score on the global citizenship scale ($M = 38.1$). This score provided a final, quantitative measurement of the group's final, overall global citizenship.

A group score, while valuable in providing an overall picture of the group's changes in global citizenship overall, did not provide an accurate picture of how the group's global citizenship score changed by item. In order to measure changes by item, the mean scores of each item were translated into a visual format, presented in Figure 1.

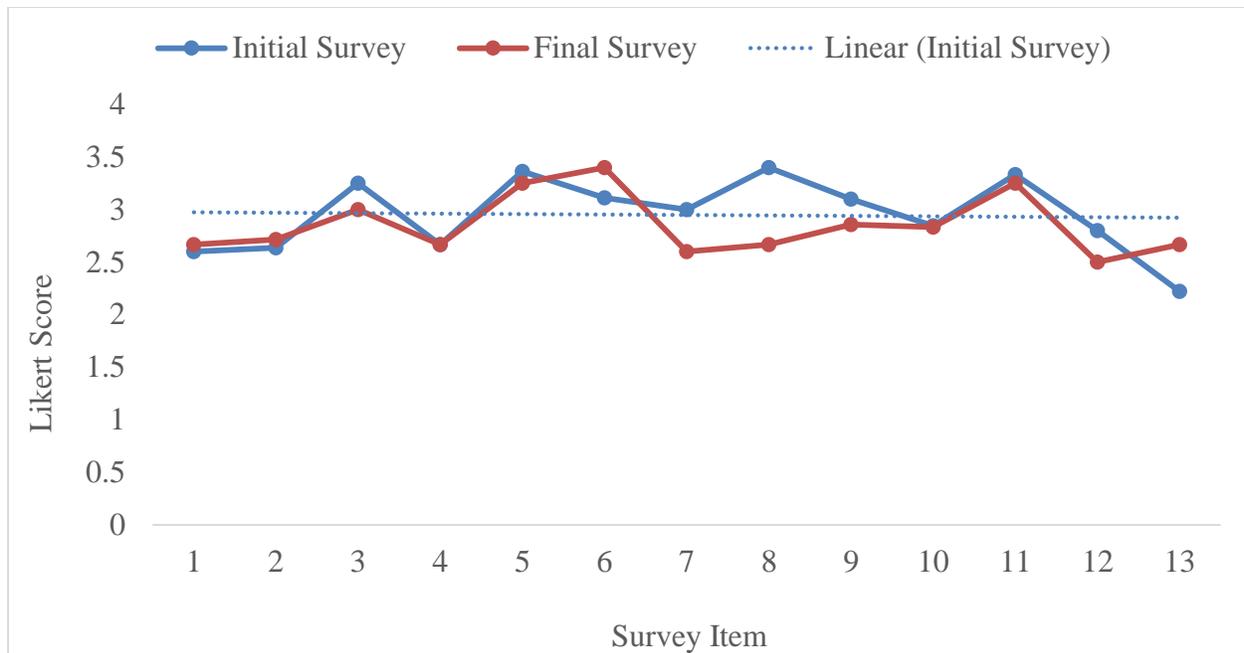


Figure 1. Comparison of the group mean scores, by item, for initial and final surveys.

As can be seen from this figure, the group, as a whole, rated several items above a 3 on the Likert scale in both the initial to final surveys. These included items three, five, six, and eleven. These consistently positive scores suggested areas of high global citizenship. However, the group rated several items rated below a 3 on the Likert scale in both the initial to final surveys. These included items one, two, four, ten, twelve, and thirteen. These consistently negative scores suggested areas of low global citizenship. The actual items are outlined, according to positive and negative scores, in Table 5.

Table 5

Items with Same Scores for Initial and Final Surveys (Morais & Ogden, 2010, pp. 453-454)

Positive Scores	Negative Scores
Item 3: Over the next 6 months, I plan to do volunteer work to help individuals and communities abroad.	Item 1: I think that most people in the world get what they deserve.
Item 5: I think about giving back to the world.	Item 2: The world is generally a fair place.
Item 6: If at all possible, I will always buy fair-trade or locally grown products and brands.	Item 4: I think some people around the world are poor because they do not work hard enough.
Item 11: Over the next 6 months, I plan to help international people who are in difficulty.	Item 10: I am informed about current, global affairs.
	Item 12: Over the next 6 months, I will participate in a forum, live music, or theater performance or other event where people express their views about global problems.
	Item 13: Over the next 6 months, I will express my views about international politics on a website, blog, or chat room.

There were items for which participants' scored positively in the initial surveys but negatively in the final surveys. These included items seven, eight, and nine. These actual items, which elicited conflicted responses can be found in Table 6.

Table 6

Items with Different Scores from Initial to Final Surveys (Morais & Ogden, 2010, pp. 453-454)

Initial to Final Score	Item #
Positive to Negative	Item 7: I am confident that I can thrive in any culture or country.
Positive to Negative	Item 8: Over the next 6 months, I plan to help international people who are in difficulty.
Positive to Negative	Item 9: I am able to communicate in different ways with people from different cultures.

There were no instances where participants scored negatively in the initial surveys but positively in the final surveys. The two duplicate items, eight and eleven, showed very different results.

Item eight had a positive score in the initial survey but a negative score in the final survey.

However, item eleven had a positive score for both the initial and final surveys. Because of this conflicting data, both items were included in the results.

The three features of global citizenship, social responsibility, global competency, and global civic engagement (Morais & Ogden, 2010), were intended to be equally represented by each of the survey items. As such, it was also important to measure responses according to each of these features. To do so, each item was grouped according to feature. Items one, two, four, and five were related to social responsibility. Items three, seven, and thirteen were related to global civic engagement. Items six, eight, nine, ten, eleven, and twelve were related to global competency. Group scores for each feature were then averaged to produce an overall mean score for each feature. For example, the mean scores for items three, seven, and thirteen were averaged to produce an overall mean score for global civic engagement. For the initial surveys, the group scored highest on items related to global competency ($M = 3.1$), and lowest on items related to social responsibility and global civic engagement ($M = 2.8$). For the final surveys, the

group scored highest on items related global competency ($M = 3.0$), second highest on items related to social responsibility ($M = 2.8$), and lowest on items related to global civic engagement ($M = 2.7$). For further clarification of this data, refer to Table 7.

Table 7

Mean Scores for Initial and Final Surveys by Feature

Feature	Initial Survey	Final Survey
Social Responsibility	2.8	2.8
Global Civic Engagement	2.8	2.7
Global Competency	3.1	3.0

In order to gain a better understanding of how participants scored, on average, according to each feature, the mean scores from Table 5 were translated into Figure 2.

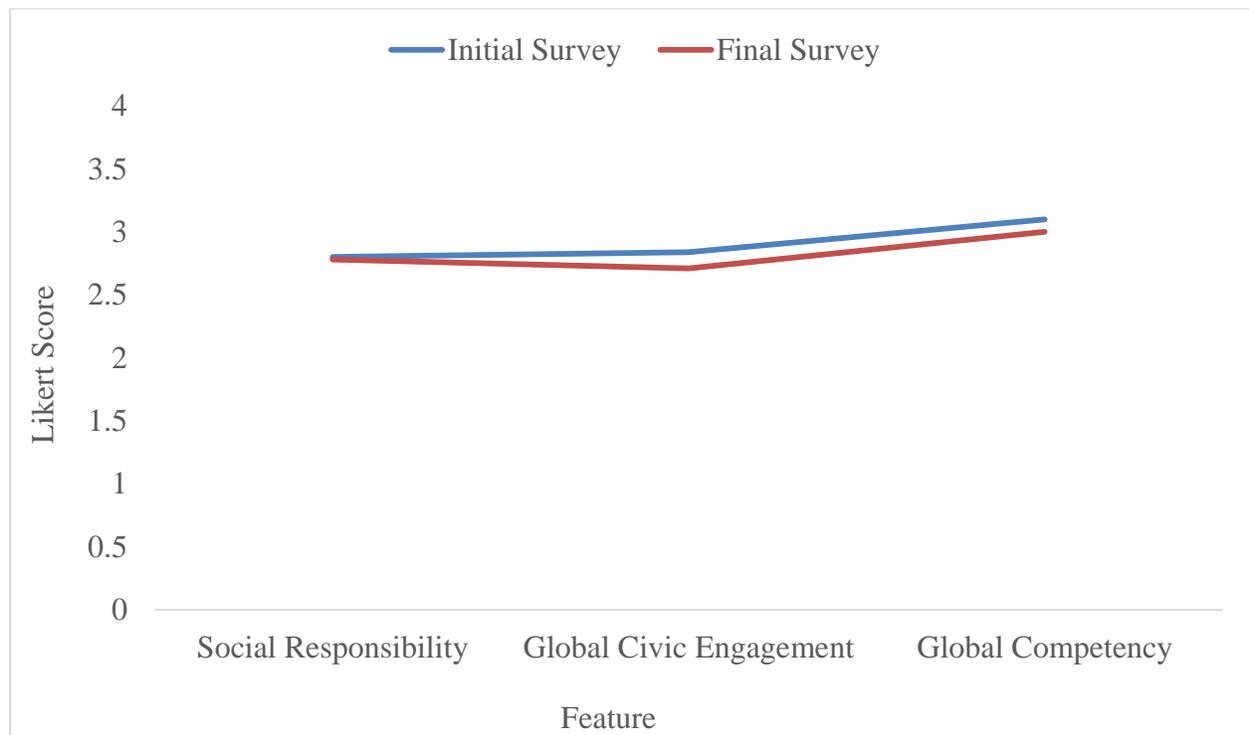


Figure 2. Comparison of initial and final mean scores for each feature of global citizenship.

In this way, it could easily be seen which features elicited higher scores. As Figure 2 demonstrates, the majority of participants' had a positive global citizenship score for global competency for both the initial and final surveys. However, global civic engagement and social responsibility had a negative global citizenship score for both the initial and final interviews. It should also be noted that, as Figure 2 also demonstrates, the changes in global citizenship features were marginal from the initial to final surveys. Therefore, global citizenship scores, by feature, were considered to have remained the same.

Phase I: Interviews

Semi-structured interviews were conducted with twelve participants. Interview questions were adapted from the Global Citizenship Scale. Each question proportionally represented the three domains of global citizenship: social responsibility, global civic engagement, and global competency (Morais & Ogden, 2010). Per the nature of semi-structured interviews, some questions had to be adapted mid-interview so participants could understand the question. Such adaptations including rewording of questions and providing examples.

Two major themes were revealed in the interviews. There were catalysts and inhibitors of global citizenship. Overall, there were five catalysts, including (a) accessibility of global citizenship opportunities, (b) personal interests, (c) technology, (d) community, and (e) a sense of inter-connectedness with the world as a whole (see Appendix H). These catalysts provided impetus for participants to engage in activities related to global citizenship. There were also four inhibitors, including (a) isolation, (b) depression, (c) interference, and (d) government (see Appendix I). These inhibitors kept participants from addressing problems around the world. Some of these inhibitors were the converse of catalysts. For example, while belonging to a religious community provided the resources and support necessary to address poverty in third

world countries, isolation and lack of community kept participants from taking actions to solve such problems. The following sections will discuss these catalysts and inhibitors in more detail.

Accessibility. Accessibility acted as a catalyst for global citizenship. Participants were more likely to become involved with addressing problems around the world if opportunities to do so were tangible or convenient. For example, the majority of participants bought fair trade coffee or recycled. Akasuki donated money to help guide dogs because there was a collection box near the checkout counter and it was a convenient way to help: “In Japan, we have a lot of convenience store and...next to cashier we usually have a donate box...to the guide dog, so if we have...change...we usually donate...because really next to the cashier” (Akasuki, initial interview, February 23, 2013).

Participants would pay attention to problems around the world if information about those problems was accessible, such as on their internet homepage. However, if information was not readily accessible, then participants would not expend a lot of effort finding it. For example, Jenna said:

Whatever pops up on the newsfeed on the Yahoo page is pretty much all I get as far as current global issues. Other than that, I don't necessarily go out of my way to hear about them because there's so many of them. (Jenna, initial interview, February 21, 2013)

Participants felt overwhelmed by the number of news items. They thought remaining up to date on every issue around the world was impossible. Therefore, they only focused on those items which were easily accessible or engaged their personal interests.

Personal interests. Personal interests also acted as a catalyst for global citizenship. If a global matter somehow related to the participants' employment, hobbies, or academic major, they would pay attention to and become actively engaged in that matter. For example, several

participants were education majors and also volunteered their time to care for children. Melissa volunteered lot of time towards a lot of volunteer organizations but became burnt out. After this experience, Melissa had learned to focus her energies on her passion, alternative energy, rather than engage every single global issue or topic she encountered.

Personal interests also included any issue which related to the participants' personal experiences. For example, some mentioned they would donate to health related charities, such as cancer research foundations, because they or someone they knew had had the disease. Personal interests also included any issue which related to friends' personal experiences. For example, Jenna shared how she and her husband habitually donated funds to support their friend who was doing service work with Karen refugees in Thailand. Karen felt she could only affect the world as it related to her immediate family: "I mean outside your home, you haven't got much say...When you're in your house...it's you and your family that have your own little world" (Karen, initial interview, March 7, 2013). So Hee summarized this idea of personal interests: "If the problem is related to me, I'm going to go and solve them...However, the problem is not a related to me I'm going to not join the problem" (So Hee, initial interview, February 28, 2013). In sum, any global topic which related to hobbies, personal experiences, friends' personal experiences, or fell within the realm of family became a topic in which the participant became engaged.

Participants indicated they were motivated to solve problems which related to their personal interests because they felt those personal connections tied them to the problem and brought it to their attention. For example, Jenna was not aware of tensions in Thailand and Burma until her friend started her work. Participants also felt they had more control and direct influence over global issues from the vantage point of their own personal lives. When asked

how she felt she could most affect the world, Soo Jeon said she could really only affect her immediate family, specifically her sisters who looked up to her:

I think I affect...with my sisters or my family...I have...two younger sisters, so they just follow my clothes, my music, my style, everything, my study. If I didn't study, they didn't study too...So I feel like I have to do study and...I have to success in my life because my sisters follow me and watch me every day. (Soo Jeon, initial interview, March 5, 2013)

For these reasons, personal interests acted as a catalyst for global citizenship.

Technology. Technology also acted as a catalyst for global citizenship. Participants accessed information about global news either through an internet home page, such as CNN.com, or social media sites, such as Facebook. For example, many international students were in the U.S. when there were devastating earthquakes in Japan. They utilized YouTube to watch concerts and events to raise money for those affected by the earthquakes. Through technology, these students even donated money themselves. Melissa used Facebook as a tool to communicate opportunities to engage global issues to her friends: “I ranted on Facebook...your congressman’s coming out today...this is a time for you to use your voice, he’s the intermediate between you and your government” (Melissa, initial interview, February 27, 2013).

Participants were even more likely to follow up on web articles that either their home page suggested or a friend shared on their Facebook wall. For example, Jacob, a non-international college student, learned about child labor because his friend posted a link about the issue on their Facebook wall: “She would talk a lot about it...on Facebook...I would feel like I need to [share the link] because I feel bad and...I feel like it helps a little bit, to at least show I support her in a sense” (Jacob, initial interview, March 14, 2013). Technology, especially when

paired with personal interests, created a strong motivator to remain up to date on current global news. Technology also made information more accessible, which also duplicated the motivational pull to engage global issues.

Community. In addition to accessibility, personal interests, and technology, participants indicated they were more motivated to solve problems around the world when surrounded and supported by a community of like-minded people. Participants would go to events related to global topics because they wanted to be with others who were just as passionate as themselves. Melissa often felt discouraged by all the people around her that didn't care about problems in the world. She went to large events because:

I feel like it's where all the people who care are brought together in little place and they're like, yeah! Let's all get hyped up about how we care about this and we don't want to ruin the environment and we just bounce ideas off each other. And then you go back and you're...inspired to...trudge through the mess of people. (Melissa, initial interview, February 27, 2013)

She felt encouraged and energized to make a difference because she had spent time immersed in a community of people who provided support and a sense of solidarity.

Participants would engage in both formal and informal communities. The formal communities from which all participants engaged worldwide problems were either religious and/or educational communities. For example, many of the participants volunteered to support individuals in other countries as a part of a service trip coordinated by their church or school. Religion and education provided the framework and resources by which participants' felt they could impact the world. Yura shared her experiences travelling with her church to help poor people in China. The best way she could help poor individuals was through the resource of

prayer, provided to her through her religious community:

We are same, Asian, and the God gave us...same air and water and...time. But why they give poor but not me? So, just I pray, pray to God...Please God...I hope they get some hope and wish and happy and believe in God. (Yura, initial interview, March 1, 2013)

Alice talked about how her high school organized opportunities for students to participate in service projects: "I feel like in high school they more involve you in, like world issues and whatnot. And as soon as...you graduate I don't really...talk about that stuff in college or anything" (Alice, initial interview, February 22, 2013). Through religious and educational communities, participants engaged issues which they may not have engaged otherwise.

Participants worked to solve problems around the world from within the informal communities of friends and family as well. Many of the participants indicated they would not go to large events but that they would talk about and work to solve the world's issues with their friends and family. Karen would talk with her family: "Not necessarily an event but within the family listening to them talk and they don't, they don't like the way things are going in Afghanistan and uh, Iraq" (Karen, initial interview, March 7, 2013). All participants shared they did not feel they could address global matters unless they were surrounded by a community of support, either formal or informal.

Inter-connected world. Participants were also motivated to engage global issues because they felt everyone in the world was inter-connected. As such, they felt morally obligated to help those in need. For example, several participants said they thought the world was a global village and that everyone in that village affected everyone else. Jenna shared: "I mean, on a humanity level I do feel responsible...We're all on this earth, you know? We're all humans so, it would be nice to be able to...help each other" (Jenna, initial interview, February

21, 2013).

Some felt their actions directly impacted people in other countries. Soo Jeon felt that purchasing Nike shoes would negatively affect children in other countries:

When you buy the Nike shoes it's very expensive. So, I think they made USA or made by Europe. But actually they're made by Africa or Asia. It is brand popular, so I have to buy these products, but when I buy these...poor child or others can be bad affect by me...It increase the product sale when I buy it. (Soo Jeon, initial interview, March 5, 2013)

Participants saw actions, such as purchasing fair trade products or refusing to purchase Hershey chocolate, would help other people in other countries. If fair trade products were easily accessible, participants were even more likely to purchase them.

Isolation. In addition to catalysts, there were also inhibitors which suppressed features of participants' global citizenship (see Appendix I). Isolation acted as one such inhibitor. All participants made statements such as "I am only one person." As one person, they felt they did not have enough power to solve problems around the world because those problems were so much bigger than themselves. For example, So Hee did not talk to the government about global issues because she was just one person:

I think it is very big problem however I'm just one person. If I give a say to them about it, it does not happen. It does not any change or happen because of me, because I think I'm very small in society. (So Hee, initial interview, February 28, 2013).

If they were to make a difference in the world, they would either have to engage issues which were tied to their personal interests, and therefore accessible, or they would have to join forces with other, like-minded people. Soo Jeon shared: "I don't have power...I hope other people

think like me, then they can be one power, so...But if I alone that's not good” (Soo Jeon, initial interview, March 5, 2013). However, when discussing these communities, individuals talked futuristically. During the timeframe in which interviews were conducted, many participants did not feel they had communities from which they could engage global issues. Therefore, in their isolation, they did not take action.

Depression. As a result of not engaging global issues, participants felt depressed. This depression also acted as an inhibitor for global citizenship. They were aware of problems around the world, such as child slavery, but because they were not part of an initiative or group that engaged those problems, they felt sad. Thinking about such problems did not evoke positive feelings. To get ride of these sad feelings, some avoided encounters with such problems all together. For example, when pictures of starving children came on the TV, participants switched the station. According to Robert: “It's depressing. So you just block it out. You just say...what else is on? Seinfeld. Leave it to... Everybody Loves Raymond...It's depressing, the world...You can't do nothing about it” (Robert, initial interview, March 7, 2013). The sitcoms evoked positive feelings. When watching sitcoms, participants did not have to interact with the negative feelings which came from encountering problems and being incapable of providing a remedy.

Government. All participants felt governments around the world were the cause of issues, such as poverty and unemployment. As such, government should provide some part of the solution. With this philosophy, participants engaged the government in one of three ways. First, some participants would defer to the government and not take personal responsibility for issues like poverty or unemployment. Alice did not feel any responsibility for problems in the world because she felt the government was to blame. Second, some participants did not feel

confident enough to address the government, so they would focus on solving issues within their own sphere of influence. For example, Melissa went to Washington to share some of her research about alternative energies. However, after the experience she shared: “I was so intimidated and I was so nervous about my research and like, I guess that’s why I’ve strayed away from it” (Melissa, initial interview, February 27, 2013). Third, some participants would actively seek opportunities to address the government. Nicholas wrote a letter to his senator imploring him to stop sex trafficking. However, Nicholas shared this was the first time he had ever done something like that in his life. When asked why he had taken this initiative, he made reference to the catalyst, inter-connected world.

Interference. Many participants felt they were not able to engage global issues because of interference, or uncontrollable factors, which kept them from taking action. For example, some participants were enrolled in school and were too busy with classwork to have time to volunteer. They also did not have career jobs, so they did not have the financial means to donate money. Soo Jeon summarized this trend: “So, I am student now so I cannot do everything...So I think first I have to study...then graduate university and then make a job and then I can help...someone for the world” (Soo Jeon, initial interview, March 5, 2013). Other participants felt they were not educated enough to make any kind of impact on the world. They felt they had to research the issues first before they could make any significant changes. Jenna said:

I have to be more familiar with the issues. I mean you can read a little news article and a headline but not really understand what's going on...So doing more research, I guess...Once you fully understand and comprehend it, then you can go about trying to see the best way to address that. (Jenna, initial interview, February 21, 2013)

Some of the participants were actually older and felt their age impeded them from participating

in volunteer work. Karen was afraid she and her husband would not have the physical stamina: “I have thought about going on a missions trip but at our age now...I think it would be very difficult. We might want to do something but...I think they'd end up taking care of us” (Karen, initial interview, March 7, 2013). While the actual kind of interference varied from person to person, all participants shared reasons why they couldn't presently engage global issues.

Phase II: Interviews

Semi-structured, final interviews were conducted with eight of the thirteen participants. Interview items were adapted from the Global Citizenship Scale. Each item proportionally represented the three domains of global citizenship: social responsibility, global civic engagement, and global competency (Morais & Ogden, 2010). Per the nature of semi-structured interviews, some items had to be adapted mid-interview so the interviewee could understand the question. Such adaptations including rewording of items and providing examples. Interviews were coded using the cutting and sorting method (Lincoln & Guba, 1985). Important themes were identified according to both the pre-existing literature surrounding global citizenship and themes identified in other interviews.

Evaluation of AACS. Participants directly and indirectly evaluated AACS. First, participants directly shared how much time they spent participating in the program. Participants also directly shared what they felt could be changed or maintained in AACS. Second, participants indirectly evaluated AACS by how much they referred to their experiences with the program, unprompted, in their responses to global citizenship items. These themes suggested changes which could be made to AACS in the future.

Participants' evaluation of AACS. All participants felt their experience with AACS was positive but expressed a desire to spend more time in the program. Haru met with his non-

international college student only once. He shared: “I think it was really good project but...honestly, we don’t have enough time each other because...he’s kind of packed and I’m also busy because...every work takes time because of my English ability” (Haru, final interview, April 19, 2013). The program only lasted for a month and a half. During that time, participants only met an average of three times with their partner. Most talked about how they would like to maintain a relationship after the semester had ended. However some, like Haru, were either graduating or returning to their home country so they could no longer participate.

Meeting twice a month, as prescribed by AACCS, was not always possible because either participants’ schedules were too busy or it was difficult contacting one another. Jenna and Nicholas, the graduate couple, shared they could only communicate with their international college student via email or Facebook because she did not have a phone. This made organizing activities difficult because she: “does not have a cell phone...so the only way she could communicate [was] through email” (Jenna, final interview, April 10, 2013). Overall, participants had a positive experience with AACCS and expressed a desire to participate in the program in subsequent semesters. They did not feel the program needed to be changed. The only critique was that participants felt the program could have lasted longer.

Varying levels of interaction. Participants discussed AACCS at varying levels. Some participants talked about their experiences with AACCS without any prompt from the interviewer. These participants also shared they had either never before had close, personal contact with someone from another country and/or they had met with their international student on three or more occasions. Conversely, Robert had to be prompted to talk about AACCS. While he had never before had close, personal interaction with someone from another culture, he had only met with his international student for a half hour. Robert also felt he had not spent adequate time

getting to know his international student.

Both international college students who were interviewed either talked very little about AACS (and if they did, it was after prompting) or did not talk about AACS at all during their final interview. In fact, Yura had to be emailed post interview to determine how much time she had spent with her non-international college student. While she felt AACS was an effective program, she was unable to meet with her buddy as much as she would have liked to because of busy schedules. She and her non-international college student only met three times. Yura was also currently immersed in American culture and shared in her interview that she was interacting with Americans through different venues, such as in class and during her travels around the U.S.

New evidence of global citizenship features. Varying levels of unprompted reference to AACS in participants' responses suggested new features of global citizenship had either developed, or not developed, as a result of AACS. However, before exploring these new features, it should be noted that many of the themes found in the initial interviews also revealed themselves in the final interviews. This included both catalysts and inhibitors for global citizenship. However, for the sake of eliminating unnecessary repetition, the following section only includes a discussion of new themes which arose from participants' engagement with AACS. These themes included (a) expanding awareness of global issues, (b) expanding cultural interactions, (c) expanding cultural competency, and (d) expanding recognition of marginalization (see Appendix J). These themes will be expanded in the following sections.

Expanding awareness of global issues. All participants, including the international college students, were up to date about world news, specifically news related to rising tensions between North and South Korea and the threat of nuclear war. When asked why they were concerned about these tensions, the majority of participants shared it was because they knew

someone in or from South Korea and were concerned for their safety. Alice talked in depth about her concern for her non-international college student who would return to South Korea that summer: “I’ve gotten to know So Hee really well... When she goes back home, I’ll be worried... as to what’s going on and making sure her family’s alright. Especially... her brother... because he’s in the military over there too” (Alice, final interview, April 11, 2013). If the participant did not know someone in or from South Korea, they said they were concerned was because of the worldwide implications of nuclear war. Nicholas, who had been paired with a Japanese student, expressed concern for the issue in North Korea. When asked why, he said: “North Korea is a threat to our security... what’s going to happen to the world?” (Nicholas, final interview, April 10, 2013). Even though he had not made a personal connection from South Korea, he was still more aware of tensions in Asia. He was also aware of how inter-connected the world was.

Expanding cultural interactions. All participants sought to engage other cultures, both within and outside AACCS. The international college students did not share they learned much about other cultures as a result of AACCS. However, they did engage people from other cultures through other venues. Yura talked about how she met non-international college students in class or during her travels. Haru talked about meeting other international students from Turkey, Korea, and China to talk about global problems: “Last semester I discussed the island issue with Korean and Turkish and me, Japanese... I listen to them but of course I have my own perspective” (Haru, final interview, April 19, 2013). These international college students sought to continually expand their intercultural interactions.

All of the non-international college students and community members talked about how they had either introduced their international college student to their friends and family, tried to

recruit others to participate in AACCS, or met other international college students as a result of AACCS. Melissa made an announcement in one of her classes, encouraging her peers to sign up for AACCS. She also talked about how she felt she was being a role model to her friends as she engaged other cultures via AACCS: “I know a couple of my friends were like, oh, that’s actually really cool. I didn’t know you were doing that and, like yeah, I’m doing it. You should be doing it too” (Melissa, final interview, April 11, 2013). Karen introduced her international college student to friends and family. As a result, their daughter and niece learned about Korean culture too: “My [daughter] was asking her [Soo Jeon] all kinds of questions and it...was a good experience...for all of them” (Karen, final interview, April 8, 2013).

Alice made connections with other international college students on campus as a result, in part, of her connections with AACCS. She shared that she and some of her friends from a Christian club on campus would spend time playing games and getting to know other international college students: “There were some other times where we would just play Ching Chong with a bunch of the other Koreans and some...guys from intervarsity who liked to play ping pong and whatnot” (Alice, final interview, April 11, 2013). Alice also knew another international college student from class and invited her to spend three days of a school break at her house. As a result of AACCS, non-international college students and community members expanded intercultural cultural interactions to include friends and family and other international college students.

Expanding cultural competency. Some participants indicated, either directly or indirectly, how their stereotypes had been challenged or they had learned something new about a culture. During his initial interview and even throughout his final interview, Robert repeatedly shared his general opinion that everyone living in a foreign country was poor: “These kids in

these foreign countries, they came into the world with nothing, they're going to have nothing, and they're going to go out of the world with nothing" (Robert, final interview, April 8, 2013). However, when speaking in direct reference to the international college student he had met, he remarked how wealthy her family must have been to send her to study in the U.S.:

I get the impression that she [Soo Jeon] is kind of upper-class over there... They have a nice house... I don't know what her situation is. Whether the parents are footing this bill or what, I don't know. But it's got to be an expensive thing. (Robert, final interview, April 8, 2013)

His personal interactions with someone from another culture, even limited to a half hour, challenged his stereotype that everyone from another country was poor. Karen had always thought people from Asian cultures were shy. She was surprised by how outgoing her international college student actually was. In her initial interview and even throughout her final interview, Karen also shared she thought people from other countries were untrustworthy. However, when speaking in direct reference to her international college student, she indicated the opposite: that people from South Korea were more honest than people from America.

The international college students also shared new things they had learned about American culture. For example, Haru shared how he had learned that Americans say "God bless you" after sneezing and also found the cultural greeting, "How are you?" strange because he rarely saw someone from America answer the question honestly. However, while both international college students did learn new information about another culture, they did not indicate they had learned this information from their community member or non-international college student. Rather, they learned new cultural information either from interactions with Americans in class or in their travels.

Expanding recognition of marginalization. Community members and non-international college students shared instances of when they recognized their international college student or other international college students had been marginalized. Alice had previously thought everyone would treat international college students kindly on campus. However, through her interactions with AACS, she came to realize some international college students were made fun of by other American students:

I actually never knew this because maybe I...just live in my own little world but So Hee mentioned that there are actually some Americans that don't like them. And they're...not nice to them....I never thought about that because...I'm totally...fine with it...I'm like friendly to them...I never thought...any of the other...[college students] actually being mean and rude...I don't think they would beat them up but...the words that came out of their mouth, I'm sure they hurt. (Alice, final interview, April 11, 2013).

Melissa admitted that, at one time, she herself had marginalized an international student. She had never spent extended time with international college students before AACS, but she did have a roommate she and her boyfriend would make fun of: "They used to call my roommate Jackie, just like Jackie Chan, they used to be like very nasty...Granted, I wouldn't be like, guys that's so like, c'mon, you know what I mean?" (Melissa, final interview, April 11, 2013). In retrospect, Melissa felt remorseful and wished she had acted differently. Through experiences with AACS, both these students became more aware of how international college students were being marginalized on campus.

Haru also talked about how he felt marginalized by Korean students on campus because he was Japanese. On the whole, he felt respected by most Korean students but there were a few whom he felt treated him poorly. While he experienced an increased sense of marginalization,

Haru only talked about his experiences with marginalization in relation to interactions with other international college students. He did not relate back to his experiences with AACCS.

Assessment Utility

Morais and Ogden (2010) indicated their scale had to be used in order to increase the validity of the instrument. Therefore, both initial and final interviews were coded for questions participants had about either how items were worded or what items were asking. These questions were organized according to features of the global citizenship scale: social responsibility, global competency, and global civic responsibility (Morais & Ogden, 2010).

During initial interviews, there were several questions with which participants struggled. International college students had 15 questions about global civic engagement items, 6 about global competency items, and 10 about social responsibility items. Non-international college students and community members had 6 questions about global civic engagement items, 5 about global competency items, and 9 about social responsibility items. The group, as a whole, had 21 questions about global civic engagement items, 11 about global competency items, and 19 about social responsibility items.

In final interviews, international college students had 2 questions about global civic engagement items, 3 about global competency items, and 4 about social responsibility items. Non-international college students and community members had 2 questions about global civic engagement items, 1 about global competency items, and 4 about social responsibility items. During final interviews, the group had 4 questions about global civic engagement items, 4 about global competency items, and 12 about social responsibility items. See Figure 3 for a visual representation of this data.

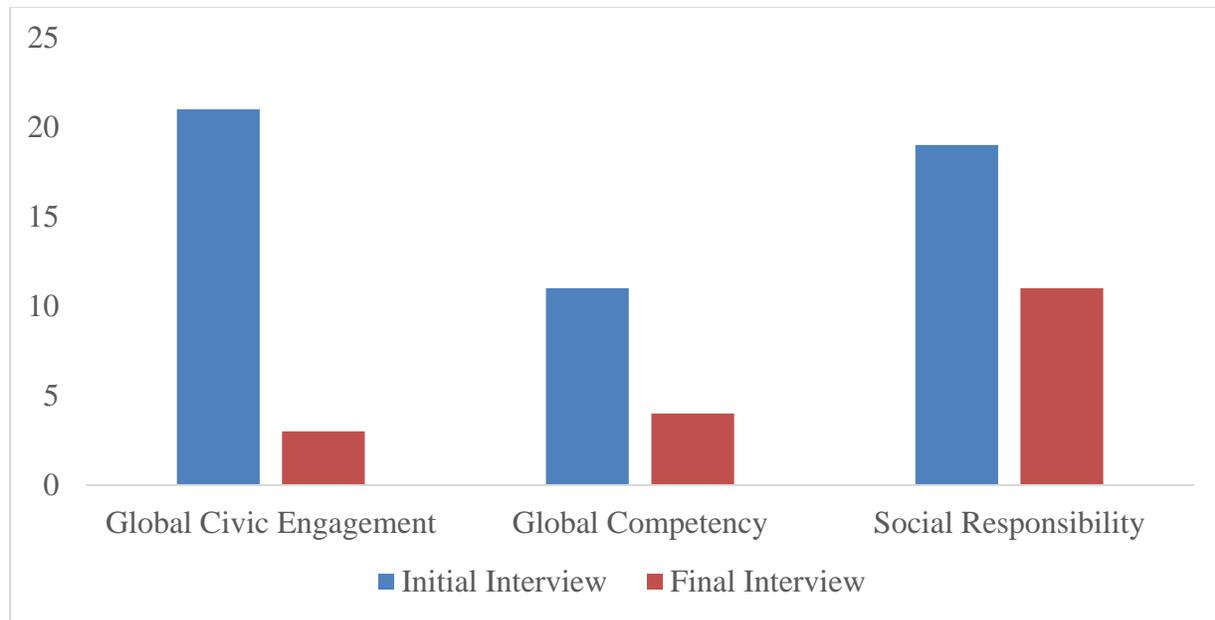


Figure 3: Group’s questions, from initial to final interviews, about items. *Note:* Items were taken from the Global Citizenship Scale (Morais & Ogden, 2010).

In addition to asking for clarification on interview questions, participants also made statements which suggested they wanted to help the researcher. For example, some said: “Sorry I rant so long” (Melissa, final interview, April 11, 2013). Others frequently asked if they were providing helpful answers. Participants also seemed concerned about providing correct answers when they said phrases such as: “I’m not stupid” (Jenna, final interview, April 10, 2013). In initial interviews, there were 20 instances of such statements. However, in the final interviews, there were only 10.

Discussion

There were two purposes in conducting this study. The first was to evaluate AACCS both as a global citizenship program and as a means of promoting social connections. Through ongoing interactions with someone from another culture, it was hypothesized participants would demonstrate higher levels of global citizenship across three features: global civic engagement, social responsibility, and global competency (Morais & Ogden, 2010). The second purpose was

to evaluate the Global Citizenship Scale, as developed by Morais and Ogden (2010), as an effective, valid instrument for measuring global citizenship.

In the following sections, there will be a discussion of the data taken from the initial and final interviews and surveys. First, data will be examined in order to answer the overall research question: was AACS an effective global citizenship program both for Americans and international college students? Overall, findings suggested AACS did increase some features of global citizenship in some participants, specifically in relation to social responsibility and global competency. However, AACS did not increase other features of global citizenship, specifically in relation to global civic engagement. Second, the limitations of the study will be examined, including an assessment of the Global Citizenship Scale (Morais & Ogden, 2010) as a measurement of global citizenship. Finally, implications and conclusions will be suggested for both future college connection programs and further research.

Where global citizenship increased

There were some areas where global citizenship did increase, or at least remained the same, as a result of AACS. Data from both initial and final surveys indicated that, as a group, participants had a positive Likert score for items related to global competency. While this score decreased slightly after having participated with AACS, the overall group score still remained positive. Interview data also suggested participants demonstrated an increased level of global competency after participation with AACS. Individuals who are globally competent will be aware of issues around the world. (Battistoni et al., 2009; Bourke et al., 2012; Morais & Ogden, 2010; Roger, 2010). This awareness was reflected in participants' increased attention to political tensions between North and South Korea and news reports of an impending nuclear war between these two countries. Global competency also includes an ability to communicate and interact

with other cultures (Bourke et al., 2012; Morais & Ogden, 2010; Szelényi & Rhoades, 2007). This ability was reflected in participants' new knowledge about other cultures. As a result of learning about other cultures, participants' also challenged prior stereotypes. Recognizing stereotypes is yet another characteristic of global competency (Li, 2011; Okamura, 2009).

While survey data did not indicate such results, interview data suggested non-international college students and community members, especially, demonstrated an increased level of social responsibility after having participated with AACCS. Individuals who are socially responsible recognize instances of injustice (Battistoni et al., 2009; Bourke et al., 2012; Morais & Ogden, 2010; Roger, 2010). As a result of their personal experiences with people from other cultures, these participants could recognize when international college students were being marginalized by non-international college students. Participants did not discuss such marginalization in their initial interviews, before participation with AACCS.

Where global citizenship did not increase

As discussed above, Likert scores for global competency remained positive for both initial and final surveys and interviews. Final interviews also suggested social responsibility increased. However, surveys indicated that the group's overall global citizenship score remained relatively the same, with an actual, slight decrease from initial to final surveys, ($M = 38.3$) to ($M = 38.1$). In fact, each feature of global citizenship, even global competency, decreased slightly over the course of the semester. Looking at survey data alone might suggest AACCS negatively influenced features of participants' global citizenship. However, these findings contrasted with interview findings, which suggested overall increases of features of global citizenship with participants.

Survey and interview data did align in that both instruments did not measure an increase

in participants' sense of global civic engagement. Individuals who are civically engaged will proactively engage in civic responsibilities, such as contacting their government about addressing global problems or volunteering (Battistoni et al., 2009; Morais & Ogden, 2010; Szelényi & Rhoades, 2007). Initial and final survey data both indicated participants scored lowest on items related to global civic engagement. This trend also revealed itself in both initial and final interviews. Participants felt it was the government's responsibility, not theirs, to solve the world's problems. In addition, they felt too intimidated to contact and urge the government to fix global issues. Many participants shared that, even if they did contact the government, they would be ignored.

Evaluation of AACS for non-international college students and community members

Data from the initial surveys did suggest there were catalysts and inhibitors which could be enacted to either increase or decrease global citizenship. In some ways, AACS utilized these catalysts and suppressed these inhibitors, thereby becoming a successful global citizenship program, especially for the non-international college students and community members. It is important to note that all of these catalysts and inhibitors had to do with social interaction or the lack thereof. Research also suggests that global citizenship flourishes when individuals are exposed to social interactions with people from other cultures (Fischer, 2011; Li, 2011; Morais & Ogden, 2010; Okamura, 2009).

AACS utilized the catalyst of personal interests. For example, in final interviews all participants shared concern about issues related to North Korea. When asked why they were concerned, most said it was because they knew someone from the region, as a result of AACS, and were concerned for their safety. According to data taken from initial interviews, these personal connections to South Korea, made through AACS, were enough to pique personal

interest and cause participants to become more aware of and involved in the issue. Research also aligns with this finding, suggesting such interpersonal interaction provides opportunity for increased global citizenship (Moore & Popadiuk, 2011; Rose-Redwood, 2010).

Personal interests also counteracted participants' low global civic engagement, as revealed in both interview and survey data. As an alternative to contacting the government, participants preferred to enact social change within their own, personal realm of influence. Research also suggests that the most effective way to be civically engaged is to engage global issues on a personal level (Battistoni et al, 2009; Szelényi & Rhoades, 2007). Governments may act as an inhibitor, keeping participants from engaging global issues. However, by utilizing personal interests, the effects of this inhibitor could be counteracted and individuals could enhance underdeveloped features of global civic engagement.

AACS also utilized the catalyst of community and suppressed the inhibitor of isolation, thereby empowering non-international college students and community members to make a difference in the world. According to initial interview data, participants were more likely to think about and solve problems in the world if they were supported by a group of like-minded people. If they felt isolated, they were less likely to do so. Research suggests this may be because people feel overwhelmed by the vast number of global issues. However, when supported by community, they are equipped and empowered to engage those issues (Battistoni et al, 2009). For example, when asked how responsible he felt for the problems in the world, Nicholas said AACS was one way he could make a difference: "You know, befriending Akasaki, I mean that's... a responsibility I have for a student who comes to a country for a first time and doesn't know anybody and so letting them feel like they have a home... you know friends" (Nicholas, final interview, April 10, 2013). Karen felt the issues in North Korea were too big for

her to handle. However, she did feel as though she could at least offer some support to her international college student by offering her a safe haven if she had to stay in America for the summer.

Structured programs, like AACCS, provide the community and framework necessary to feel both capable of making a difference and the courage to interact with someone from another culture (Battistoni et al., 2009; Campbell, 2011; Gresham & Clayton, 2011; Li, 2004; Trice, 2005). Such inter-cultural interactions, as a result of participating in the AACCS community, also challenged prior stereotypes and increased awareness of marginalization. For example, Melissa and Alice were more aware of international college students being mistreated on campus. Robert and Karen's prior stereotypes about Asian culture were also challenged as a result of meeting their international student. Research also suggests that increased interaction with people from other cultures can lead to increased recognition of marginalization and stereotypes (Bowman et al., 2011; Li, 2011; Okamura, 2009).

AACCS also suppressed the inhibitor of depression. Non-international college students and community members, especially, felt as though their interactions within the AACCS community had provided the resources and tools with which they could make a difference. They saw sadness in the world. However, because of these new resources and tools, this sadness decreased. For example, Alice expressed her concern for her international college student who was returning to South Korea that summer. Nevertheless, she did not express an inability to do anything about the problem or a resulting depression. Rather, she focused on staying up to date on the issue, listening to her international college student talk through her fears, and praying. In this way, she was still concerned but she felt positive she could make a difference.

While it used many, AACCS did fail to utilize some catalysts and suppress some inhibitors.

Such catalysts included accessibility, inter-connectedness, and technology. Such inhibitors included interference and government. While AACCS had the potential to make interactions with another culture more accessible, interference of schedules and busyness kept international college students from interacting with their non-international college students or community members. Technology was also not utilized, and in some cases was not available, to ease communication. Use of technology is important in creating intercultural connections (Arber, 2008). For example, both Nicholas and Jenna talked about how they had a more difficult time contacting and spending time with Akasuki because she did not have a cell phone. Also, while it would make sense that participation in the program would increase participants' sense of inter-connectedness with the world, no one specifically referenced this in their interviews.

Additional time in the program may have provided a partial remedy, as more time may have enacted the remaining catalysts, thereby counteracting the remaining inhibitors. For example, if participants remained in the program longer and were able to work out schedule conflicts, interference would have been reduced, thereby making AACCS more accessible. Additionally, over time, technological issues and ensuing miscommunication might have been resolved. Increased time may have also developed participants' sense of inter-connectedness with the world.

Evaluation of AACCS for international college students

Participants who were already immersed in a different culture, primarily the international college students, did not demonstrate a significant change in global citizenship because of their participation with AACCS. International students did not talk about their experiences with AACCS and, if they did, it was only because they were prompted to do so. This suggested that their experiences with AACCS, as it had been designed, were not significant enough to make an impact

on their global citizenship. This is also supported by the research: features of global citizenship will not increase if relationships with other cultures are not significant (Harrison & Peacock, 2010; Rose-Redwood, 2010).

However, these international college students still demonstrated features of global citizenship in their interviews, just not as a result of AACSB. Haru and Yura talked about how their global citizenship changed because of interactions with other American students in class or interactions with other international college students. Such interaction with Americans in class contradicts with research findings which suggest international college students feel excluded and ignored by their classmates (Fischer, 2011; Hsieh, 2007; Li, 2004). Haru and Yura may have had this experience because their professors had developed course curricula to promote global citizenship in their classroom. Campbell (2011) examined one such curriculum and found, by encouraging international and non-international college students to consistently interact as a course requirement, students were able to go beyond superficial connections. In doing so, these students also developed features of global citizenship (Campbell, 2011). Trice (2005) also suggested global citizenship initiatives had to be promoted from the top down in order to be effective.

Limitations

There were several limitations to this study which may have influenced the overall findings. Such limitations should be taken into consideration when designing AACSB and/or conducting future, similar research. There were limitations in regards to assessment utility, specifically regarding confusing interview and survey items and discrepancies between interview and survey findings. There were also limitations due to language barriers, the low number of participants who completed the final interviews and surveys, the lack of time over which the

study was conducted, and the personal backgrounds of the participants themselves.

Assessment utility. In the following section, the validity of the Global Citizenship Scale will be examined. Specifically, participants had questions about assessment items. This may have affected participants' responses, especially on surveys. There were also discrepancies between the surveys and interviews, which called into question the validity of both as assessment measures.

Confusing items. Throughout initial and final interviews, participants asked for clarification regarding interview questions, suggesting questions were worded in a confusing way. Participants struggled most with question thirteen during both the initial and final interviews. This struggle did not seem related to a language barrier because even the participants whose first language was English struggled with this question. Question thirteen was a social responsibility question. The overwhelming majority of participants' questions had to do with items related to social responsibility. This suggests items on the Global Citizenship Scale that are related to social responsibility may need revision before being considered a valid measurement of that feature of global citizenship. This finding was also supported by the research, as Morais and Ogden's (2010) initial analysis of the Global Citizenship Scale also found social responsibility items were worded in a way that confused interviewees.

Additionally, in the initial interviews, participants were very confused about global civic engagement questions. However, in final interviews, participants no longer seemed confused about these items. This may have been because a global civic engagement question was the first question of the interview. Participants were not prepared for the difficulty of the questions during the initial interview but were familiar with the questions during the second interview. Therefore, they did not have as many questions the second time around. Again, this suggests

Global Citizenship Scale items may confuse participants. Increased exposure to the scale may produce more accurate results.

Discrepancies between surveys and interviews. There was an overall discrepancy between survey and interview findings. For this reason, one or both instruments may have been an invalid measurement of global citizenship. Surveys revealed that, as a group, participants’ global citizenship remained relatively the same, with the group’s mean Likert score actually decreasing slightly in the second phase of surveys. Scores for social responsibility and global competency were also negative. On the contrary, interviews suggested participants demonstrated new features of global citizenship in direct relation to their participation with AACCS, especially features of global competency and social responsibility. For a visual representation of these discrepancies, see Figure 4.



Figure 4. Discrepancies between surveys and interviews from initial to final administration.

These discrepancies may have existed for multiple reasons. First, the interviews were arranged in such a way as to allow for clarification and follow up questions. If participants were unsure of what a question meant, the interviewer could rephrase the question or provide examples. However, survey items did not allow for clarification. Some participants, especially international college students, may have been confused by the survey item itself and not provided an accurate answer.

Second, face to face interviews may have caused participants to provide more positive answers in order to please the interviewer. There were several instances during both initial and final interviews where participants asked questions or made statements which made it seem as though they were concerned about providing the right answer. For example, some participants directly asked if they were helping the interviewer or they would make statements such as “I’m not stupid” (Jenna, final interview, April 10, 2013). Instead of answering truthfully, participants may have just said what they thought the interviewer wanted to hear.

Third, the Global Citizenship Scale itself may have been invalid. As discussed above, participants struggled most with understanding questions related to social responsibility. However, the semi-structured interview format could clarify some of their confusion. Interestingly, social responsibility also received one of the lowest Likert scores on the survey. This may have been because participants struggled with what these items were asking and therefore marked inaccurate answers. If items were reworded or if surveys allowed for clarification questions, participants may have received higher Likert scores for items related to social responsibility. Morais and Ogden (2010) also recommended social responsibility items be revised to increase clarity.

Language barriers. Another limitation to this study was that interviews and surveys

were conducted in the second language of some participants. Many of the clarification questions posed by the international college students suggested there was a language barrier and not an issue related to their global citizenship or the Global Citizenship Scale items. For example, many of the international college students had questions about the meaning of such words as *marginalized*, *exploit*, and idioms such as *up to date*. These issues may have influenced the international college students' responses, especially in regards to the survey questions. During the interviews, questions could be clarified by either rephrasing a question or providing an example. However, during the surveys there were no such language support and this may have influenced how international college students answered.

Limited respondents. There were fewer respondents for the final phase of interviews and surveys. This may have skewed the findings. For example, there were five international college students who interviewed during the initial interviews and only two in the final. Additionally, these international college students were paired with non-international college students only. None of the international students who had been paired with community members participated in Phase II interviews. More international college student participation, especially from those who had been paired with community members, may have led to different findings either positively or negatively supporting AACCS as a global citizenship program.

Also, the low score on the final survey may have been due to fewer participants. Some participants who took the initial survey may have possessed high levels of global citizenship. However, these same participants may not have completed the final survey. This may have lowered the overall group score. Unfortunately, because surveys were anonymous, there was no way to compare individuals' pre and post scores to see if there was an improvement of global citizenship on an individual level.

Limited time. All participants indicated that they had had positive experiences with the program. However, they wished they had had more time. The majority only met three to four times, on average. This was due, in part, to busyness and full schedules. However, the participants were paired late into the semester and, as a result, could only meet over the span of a month and a half. In order for global citizenship to increase, research suggests social interactions should be significant (Rose-Redwood, 2010). Such a short time frame limits the significance of the experience. Increased time in the program and increased time for the study could influence future findings.

Nature of respondents. Participants may have been pre-disposed to possess features of global citizenship. For example, many participants were religious, as the literature predicted would occur (Li, 2011; Okamura, 2009). This community catalyst existed in their lives before AACS, which may have motivated them to participate and have positive experiences with AACS. Additionally, many of the participants were already immersed in another culture. International college students' experiences with AACS were minute in comparison to their overall intercultural experiences. Their interaction with the program may not have been significant enough to make an impact.

Another limitation was that participants' cultural backgrounds may have influenced results. There were only three nationalities represented in the sample: Japanese, South Korean, and American. Including individuals from more diverse cultural backgrounds may influence the results of future studies. The cultural background of American participants, including community members and non-international college students, may have been part of the reason why AACS caused increases in this populations' global citizenship. Likewise, the cultural background of the international college students may have been part of the reason why AACS

did not directly cause increases in this populations' global citizenship. Asian students, especially, struggle making meaningful connections with White students because their cultures are so vastly different (Fischer, 2011; Hsieh, 2007; Major, 2005). Haru and Yura, the international college students, may have experienced a cultural gap which kept them from forming meaningful relationships with their non-international college students.

Implications and Conclusions

In conclusion, AACS may increase features of global citizenship in participants who have never had prior experiences with another culture or who spend a significant amount of time participating in the program. This is because AACS employs catalysts, such as personal interests and a sense of community, and suppresses inhibitors, such as isolation and depression, which all contribute to increased global citizenship. However, because AACS does not employ all catalysts, this program may need to be supplemented with other programs in order for a college or university to develop an effective global citizenship initiative. Specifically, this initiative could create other programs which utilize other catalysts such as technology, accessibility, and inter-connectedness to develop features of global citizenship in participants. Implementing such initiatives could influence future study findings.

These initiatives should also account for international college students who are already heavily engaged and immersed in a different culture. Findings from this study suggested international college students' global citizenship was not affected by their participation in AACS. Therefore, programs which aim to increase global citizenship in international college students may need to be more intensive. Instead of meeting a few times a semester, international college students may need to meet once or twice a week. Colleges and universities may also consider incorporating programs like AACS into course curricula (Campbell, 2011; Trice, 2005).

Despite not influencing international college students, AACCS is an effective global citizenship program for non-international college students and community members. These participants either indicated they had never personally interacted with someone from another culture or they met with their international college student at least three times throughout the semester. As a result, their final interviews revealed increased levels of global citizenship, especially in regards to global competency and social responsibility. These participants felt their social connections with someone from another country were significant enough to empower them to and provide a framework in which they could change the world.

The Global Citizenship Scale (Morais & Ogden, 2010) appeared to have accurately measured features of global civic engagement and global competency. However, items related to social responsibility confused participants. This coincided with prior studies (Morais & Ogden, 2010). For this reason, items related to social responsibility may need to be adapted so as to reduce confusion. Additionally, discrepancies between survey and interview items suggest one instrument was not valid. Because interviews allowed for follow up and clarification, the issue of validity may lie with using the global citizenship scale as a survey. In future studies, in order to ensure validity, the Global Citizenship Scale may best be used as a generator for interview questions, not survey items.

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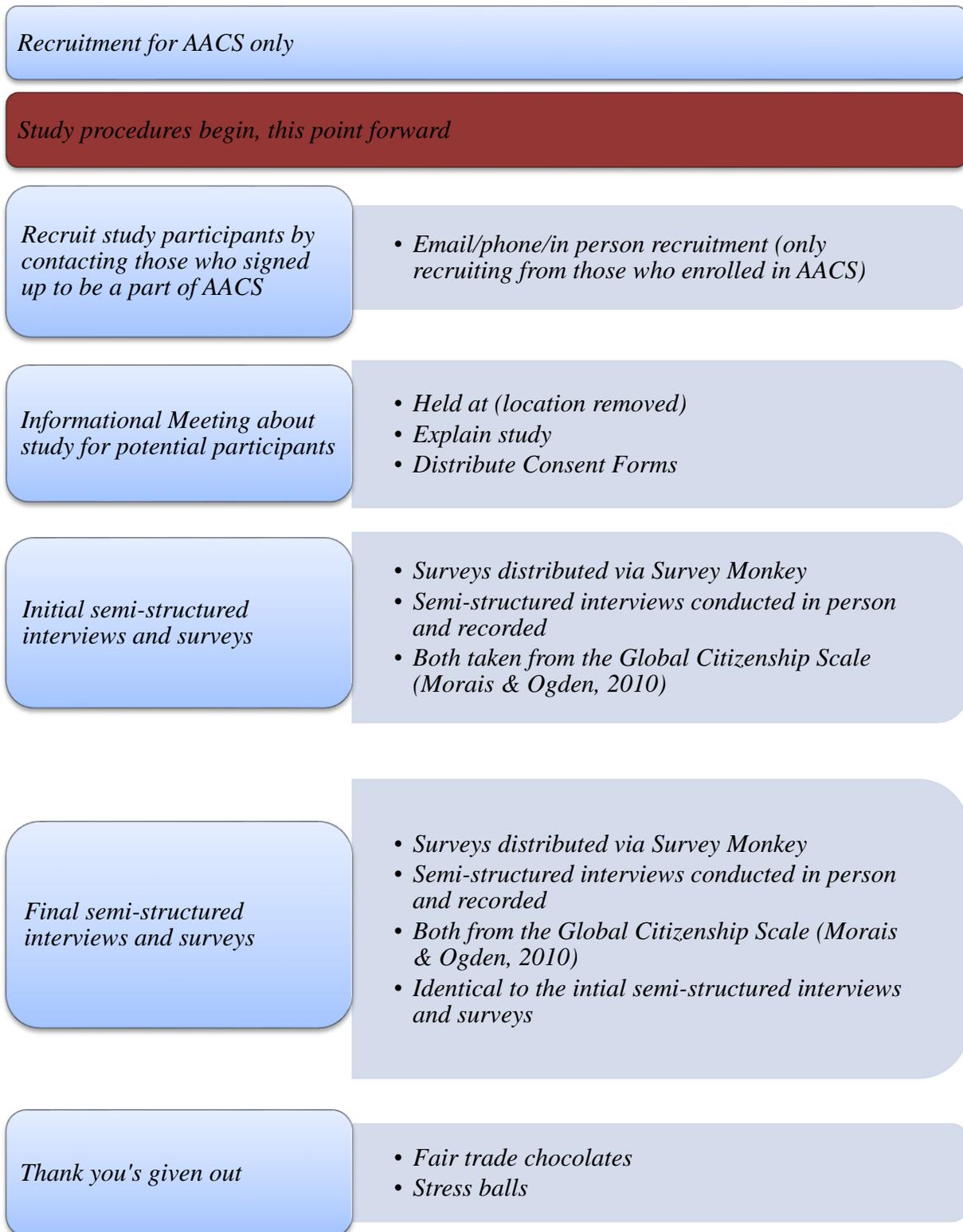
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Appendix A

Procedure Flowchart



*Appendix B**Consent Form*

The following is a consent form to participate in a research study conducted by a graduate student in (university name removed) TESOL program. The purpose of this study is to determine how AACS influences three dimensions of global citizenship: social responsibility, global competence, and global civic engagement. You are invited to participate in this study. As a part of this study, you will be asked to partake in a few steps:

First, you will be asked to complete a brief, thirteen question survey about global citizenship which will take you about 20 minutes to complete.

Second, you will be observed by the researcher while sharing time with your student or family.

Third, you will be interviewed two times by the researcher both at the beginning and end of the program. Interviews will last no more than an hour and a half and be audio-recorded.

Fourth, you will be asked to complete a final, thirteen questions survey about global citizenship which will take you about 20 minutes to complete.

If so desired, students will have access to (University name removed) counseling services and community members to the counseling services of (name removed), a counselor in (location removed). Confidentiality will be maintained at all times by changing your names and removing any identifying details from recorded data.

You have the right and freedom to withdraw from the study at any time. There will be no consequences for withdrawing or refusing to participate in this study. You may still choose to participate in AACS without being a part of this study.

I have read and understand the above statements. By signing below I indicate I am at least 18 years of age and am a willing participant in this research study. I understand participation is voluntary and I have the right to withdraw at any time with no penalty. I understand that all information taken from interviews, observations, and surveys will remain confidential.

Signature

Date

Contact information for questions:

(Contact information removed)

*Appendix C**Global Citizenship Scale Items (Morais & Ogden, 2010, pp. 453-454)*

(Note: See the end of Appendix C for possible, semi-structured interview questions)

Social responsibility (SR): global justice and disparities

SR.1.1 I think that most people around the world get what they are entitled to have.

SR.1.2 It is OK if some people in the world have more opportunities than others.

SR.1.3 I think that people around the world get the rewards and punishments they deserve.

SR.1.4 In times of scarcity, it is sometimes necessary to use force against others to get what you need.

SR.1.5 The world is generally a fair place.

SR.1.6 No one country or group of people should dominate and exploit others in the world.

Social responsibility: altruism and empathy

SR.2.1 The needs of the worlds' most fragile people are more pressing than my own.

SR.2.2 I think that many people around the world are poor because they do not work hard enough.

SR.2.3 I respect and am concerned with the rights of all people, globally.

Social responsibility: global interconnectedness and personal responsibility

SR.3.1 Developed nations have the obligation to make incomes around the world as equal as possible.

SR.3.2 Americans should emulate the more sustainable and equitable behaviors of other developed countries.

SR.3.3 I do not feel responsible for the world's inequities and problems.

SR.3.4 I think in terms of giving back to the global society.

Global competence (GC): self-awareness

GC.1.1 I am confident that I can thrive in any culture or country.

GC.1.2 I know how to develop a place to help mitigate a global environmental or social problem.

GC.1.3 I know several ways in which I can make a difference on some of this world's most worrisome problems.

GC.1.4 I am able to get other people to care about global problems that concern me.

Global competence: intercultural communication

GC.2.1 I unconsciously adapt my behavior and mannerisms when I am interacting with people of other cultures.

GC.2.2 I often adapt my communication style to other people's cultural background

GC.2.3 I am able to communicate in different ways with people from different cultures.

GC.2.4 I am fluent in more than one language.

GC.2.5 I welcome working with people who have different cultural values from me.

GC.2.6 I am able to mediate interactions between people of different cultures by helping them understand each other's values and practices.

Global competence: global knowledge

GC.3.1 I am informed of current issues that impact international relationships.

GC.3.2 I feel comfortable expressing my views regarding a pressing global problem in front of a group of people.

GC.3.3 I am able to write an opinion letter to a local media source expressing my concerns over global inequalities and issues.

Global Civic Engagement (GCE): involvement in civic organizations

GCE.1.1 Over the next 6 months, I plan to do volunteer work to help individuals and communities abroad.

GCE.1.2 Over the next 6 months, I will participate in a walk, dance, run, or bike ride in support of a global cause.

GCE.1.3 Over the next 6 months, I will volunteer my time working to help individuals or communities abroad.

GCE.1.4 Over the next 6 months, I plan to get involved with a global humanitarian organization or project.

GCE.1.5 Over the next 6 months, I plan to help international people who are in difficulty.

GCE.1.6 Over the next 6 months, I plan to get involved in a program that addresses the global environmental crisis.

GCE.1.7 Over the next 6 months, I will work informally with a group toward solving a global humanitarian problem.

GCE.1.8 Over the next 6 months, I will pay a membership or make a cash donation to a global charity.

Global civic engagement: political voice

GCE.2.1 Over the next 6 months, I will contact a newspaper or radio to express my concerns about global environmental, social, or political problems.

GCE.2.2 Over the next 6 months, I will express my views about international politics on a website, blog, or chat room.

GCE.2.3 Over the next 6 months, I will sign an e-mail or written petition seeking to help individuals or communities abroad.

GCE.2.4 Over the next 6 months, I will contact or visit someone in government to seek public action on global issues and concerns.

GCE.2.5 Over the next 6 months, I will display and/or wear badges/stickers/signs that promote a more just and equitable world.

GCE.2.6 Over the next 6 months, I will participate in a campus form, live music, or theater performance or other event where young people express their views about global problems.

Global civic engagement: global civic activism

GCE.3.1 If at all possible, I will always buy fair-trade or locally grown products and brands.

GCE.3.2 I will deliberately buy brands and products that are known to be good stewards of marginalized people and places.

GCE.3.3 I will boycott brands or products that are known to harm marginalized global people and places.

Possible, semi-structured interview questions

1. Have you ever refused to buy brands or products that you know harm marginalized people around the world? Why or why not? (GCE.3.3)
2. Have you ever gone to, or do you plan to go to, an event where young people express their views about global issues? Why or why not? (GCE.2.6)
3. Have you ever, or you plan to, contact someone in government about addressing global issues? Why or why not? (GCE.2.4)
4. Have you ever, or do you plan to, donate money towards a global charity foundation? Why or why not? (GCE.1.8)
5. Have you ever, or do you plan to, volunteer to support communities or individuals in other countries? What have you done to volunteer? What would you like to do? (GCE.1.3)
6. Are you up to date on current, global issues? Are there any issues you feel particularly passionate about? (GC.3.1)
7. Do you adapt your communication when you are interacting with people from other, cultural backgrounds? Can you give some examples? (GC.2.2)
8. Do you enjoy interacting with people from other cultures? Why or why not? (GC.2.5)
9. In what ways do you feel you can address some of the world's issues? (GC.1.3)
10. At what level do you feel responsible for some of the world's issues? (SR.3.3)
11. Why do you think there are poor people in the world? (SR.2.2)
12. Do you think the world is a fair place? Why or why not? (SR.1.5)
13. What do you think about countries that exploit people groups? (SR.1.6)

*Appendix D**Survey Monkey Questions (Morais & Ogden, 2010, pp. 453-454)*

1. I think that most people in the world get what they deserve
 - a. Strongly agree
 - b. Agree
 - c. No opinion
 - d. Disagree
 - e. Strongly disagree
2. The world is generally a fair place.
 - a. Strongly agree
 - b. Agree
 - c. No opinion
 - d. Disagree
 - e. Strongly disagree
3. Over the next 6 months, I plan to do volunteer work to help individuals and communities abroad.
 - a. Strongly agree
 - b. Agree
 - c. No opinion
 - d. Disagree
 - e. Strongly disagree
4. I think some people around the world are poor because they do not work hard enough.
 - a. Strongly agree
 - b. Agree
 - c. No opinion
 - d. Disagree
 - e. Strongly disagree
5. I think about giving back to the world.
 - a. Strongly agree
 - b. Agree
 - c. No opinion
 - d. Disagree
 - e. Strongly disagree
6. Over the next 6 months, I will express my views about international politics on a website, blog, or chat room.
 - a. Strongly agree
 - b. Agree
 - c. No opinion
 - d. Disagree
 - e. Strongly disagree
7. If at all possible, I will always buy fair-trade or locally grown products and brands.
 - a. Strongly agree
 - b. Agree
 - c. No opinion

- d. Disagree
 - e. Strongly disagree
8. I am confident that I can thrive in any culture or country.
- a. Strongly agree
 - b. Agree
 - c. No opinion
 - d. Disagree
 - e. Strongly disagree
9. Over the next 6 months, I plan to help international people who are in difficulty.
- a. Strongly agree
 - b. Agree
 - c. No opinion
 - d. Disagree
 - e. Strongly disagree
10. I am able to communicate in different ways with people from different cultures.
- a. Strongly agree
 - b. Agree
 - c. No opinion
 - d. Disagree
 - e. Strongly disagree
11. I am informed about current, global affairs.
- a. Strongly agree
 - b. Agree
 - c. No opinion
 - d. Disagree
 - e. Strongly disagree
12. Over the next 6 months, I will participate in a forum, live music, or theater performance or other event where people express their view about global problems.
- a. Strongly agree
 - b. Agree
 - c. No opinion
 - d. Disagree
 - e. Strongly disagree

What participants will see on the initial page when directed to Survey Monkey survey from the email that is sent out (*note: since Survey Monkey requires a monthly fee for service, I would prefer to only start paying once approved by you all, thank you*):

Welcome to this brief, 13-item survey which should only take about 20 minutes of your time. Part I This research survey is voluntary, and you may answer all, some, or none of the questions.

There are no risks to your participation. You may withdraw at any time, with no penalty to you. All survey responses will be kept confidential.

If you have any further questions, you may contact me at (email removed) .

By clicking 'Next' below, you are acknowledging the following:

-I certify that I am 18 years of age or older

-I agree to participate in this online survey

-I understand all information will be confidential and that I may withdraw at any time without penalty to me.

If you would not like to participate in this survey, click the exit browser button and close the browser window.

[\["NEXT" link will be here on Survey Monkey\]](#)

*Appendix E**Email Received by Participants*

Dear (insert participant name),

This email is the first part of the study to which you agreed to participate.

Just a few reminders about the study. My name is (name removed). I am a student at (school name removed), working toward my MEd in TESOL. Again, the purpose of my study (which began in January 2013 and will end May 2013) is to determine how AACCS influences three dimensions of global citizenship: social responsibility, global competence, and global civic engagement.

This email has a link to the online survey. Again, there are no risks to participants involved in this study. Information gathered during this study will not be disclosed to anyone apart from me and my faculty advisor, (name removed). Any of your identifiable information (e.g., name) will be coded and will not be revealed to ensure confidentiality. This survey will be used for research purposes only. Any personal information also will be stored securely and will be destroyed or deleted after completion of the study.

Like the rest of this study, completion of this survey is entirely voluntary and you may withdraw at any time without penalty by simply exiting the browser. You may complete the online survey without obligation to continue participation in the rest of the study.

If you agree to participate in this brief survey, which should only take 20 minutes of your time, please click on the link below my signature. By clicking on the survey link, you confirm that you are at least 18 years of age and you are willing to continue to participate in this research study.

If you prefer not to participate, you need not click on the link below.

Thank you for your time!

Sincerely,

(Name removed)

SURVEY LINK: (WILL INSERT LINK HERE WHEN SIGN UP FOR SURVEY MONKEY-due to cost per month)

Any questions, feel free to contact:

(Contact information removed)

*Appendix F**CITI Training Certificate***CITI Collaborative Institutional Training Initiative****Human Research Curriculum Completion Report
Printed on 11/14/2012****Learner:** (Name removed)**Institution:** (Location removed)**Contact Information** (Contact information removed)**Group 1:****Stage 1. Basic Course Passed on 03/07/11 (Ref # 5697846)**

Required Modules	Date Completed	
Introduction	02/27/11	no quiz
History and Ethical Principles - SBR	02/27/11	3/4 (75%)
Defining Research with Human Subjects - SBR	02/27/11	4/5 (80%)
The Regulations and The Social and Behavioral Sciences - SBR	02/27/11	4/5 (80%)
Assessing Risk in Social and Behavioral Sciences - SBR	02/27/11	5/5 (100%)
Informed Consent - SBR	02/27/11	5/5 (100%)
Privacy and Confidentiality - SBR	02/27/11	5/5 (100%)
Research with Prisoners - SBR	02/27/11	2/4 (50%)
Research with Children - SBR	02/27/11	4/4 (100%)
Research in Public Elementary and Secondary Schools - SBR	03/04/11	4/4 (100%)
International Research - SBR	03/04/11	3/3 (100%)
Internet Research - SBR	03/04/11	3/4 (75%)
Group Harms: Research With Culturally or Medically Vulnerable Groups	03/07/11	2/3 (67%)
Vulnerable Subjects - Research Involving Workers/Employees	03/07/11	4/4 (100%)
Conflicts of Interest in Research Involving Human Subjects	03/07/11	2/2 (100%)
(College Removed)	03/07/11	no quiz

For this Completion Report to be valid, the learner listed above must be affiliated with a CITI participating institution. Falsified information and unauthorized use of

the CITI course site is unethical, and may be considered scientific misconduct by your institution.

(Name and location removed)
Director Office of Research Education
CITI Course Coordinator

Appendix G

HSR Approval Email

(Names Removed) --

Thank you for your revised application for your proposed research titled "The Effects of a Connection Program on Creating Global Citizens." Your revisions have answered the concerns of the Committee. This e-mail is your approval and your research may proceed as described.

As a reminder, you must comply with Part D of the Campus Policies on Human Subjects requiring notification at the time data collection begins and when it is done. You may accomplish this with a simple e-mail to me.

Thank you for keeping the high standards relating to research and the protection of human subjects on the (name removed) campus. Best wishes on your research.

(Name Removed)

Human Subjects Administrator

Appendix H

Catalysts for Global Citizenship

Category	Definition	Example
Accessibility	Addressing global issues because an action is tangible, available, and convenient	So Hee-4.4ISH: In Japan, we have a lot of convenience store and cashier, next to cashier we usually have a donate box...to the guide dog...If we have...change...we usually donate the box because really next to the cashier
Personal Interests	Addressing global issues because they relate to personal interests and/or experiences.	Karen-8.10AFC: No...I feel responsible for things I do myself in my own surroundings
Technology	Addressing global issues because they were communicated via media such as Facebook, the internet, television, or YouTube. These media also provide opportunity for response.	Jacob-2.3ASC: My friend on Facebook...was like an advocate for...child labor. She would talk a lot about it so...I would feel like I need to [click the link] because I feel bad and...I feel like it helps a little bit, to at least show I support her in a sense.
Community	Addressing global issues because a larger social network such as friends, family, educational institutions, and religion provide an accessible arena within which to interact global issues. Some communities provide the resources and the framework within which to address global issues.	Jenna-8.13ASH: I want there to be an end to it. I want, you know, people to stop that but I guess I don't, I don't do anything to stop it. Except for like, my friend who is in Thailand...She works at the refugee camps in Thailand for the Karen people who are fleeing and escaping...She's responsible for getting supplies to them and educating the children...I do support her mission there and what she's doing. But before she started doing that, I had no idea that any of this was going on.
Inter-Connected World	Addressing global issues because all people's actions somehow influence the world as a whole and, as a result, there is a moral obligation to interact with such issues.	Soo Jeon-1.3ISS: When you buy the Nike shoes it's very expensive. So, I think they made USA or made by Europe. But actually they're made by Africa or Asia. It is brand popular, so I have to buy these products, but when I buy these...poor child or others can be bad affect by me...It increase the product sale when I buy it

*Appendix I**Inhibitors of Global Citizenship*

Category	Definition	Example
Isolation	Failing to address global issues because one person, alone, does not have enough power to make a difference without a group of like-minded people.	So Hee-4.3ISC: I think it is very big problem. However, I'm a just a one person. If I give a say to them about it, it does not happen. It does not any change or happen because of me, because I think I'm a very small in a society.
Depression	Failing to address global issues because thinking about problems in the world is painful and ignoring them is an available coping mechanism.	Robert-8.12AFC: You see them on TV all the time...these people just walking the streets, you know, no jobs... You wonder what feeds these people, what keeps them alive? I mean, where's all this food all come from? It's depressing. So you just block it out. You just say...what else is on. Seinfeld. Leave it to...Everybody Loves Raymond.
Interference	Failing to address global issues because of various, uncontrollable factors, such as busyness and age, which stand in the way of confronting global issues.	Jason-3.1ASC: I'm in college...I'm kind of tight on money and there's...expenses I need to pay off. But...if I ever get a chance it's a possibility...I told you I'm a busy person and I don't have time for a job. If I had a job, maybe I could contribute a little bit.
Government	Failing to address global issues because the government is the both cause and cure for such issues and no one, as one person, can reform government.	Karen-7.9AFC: I think the government, the different countries, they make all their own problems and as one person I sure as heck wouldn't be able to do anything about it and I don't think you're going to...our government wants to handle everything and I don't think they would listen to any citizens of the United States with...how they would be thinking or how they would do things.

*Appendix J**Final Interview Themes*

Category	Definition	Example
Expanding awareness of global issues	Paying attention to issues with which there is a personal connection.	Karen-F6.5AFC: From what I understand Japan, United States, and South Korea would be against North Korea. That's, basically all I know...It bothers me because like I say, Soo Jeon isn't the only one that is here...There's...other students and...would the United States protect them?
Expanding cultural interactions	Seeking to include others in connecting with other cultures.	Melissa-F*.8ASH: Everyone's just like, how come that American's speaking Korean to that girl over there...what's going on here? I don't mean toot my own horn, but I can...see...I have an influence. So like kind of being a role model.
Expanding cultural competency	Learning something new about a culture, including challenging stereotypes	Robert-F7.6AFC: I get the impression that she [Soo Jeon] is kind of upper-class over there...They have a nice house...I don't know what her situation is. Whether the parents are footing this bill or what, I don't know. But it's got to be an expensive thing Robert-F11.9ASC: These kids in these foreign countries, they came into the world with nothing, they're going to have nothing, and they're going to go out of the world with nothing.
Expanding recognition of marginalization	Recognizing instances of marginalization, where previously no recognition was present.	Alice-F*.8ASC: I actually never knew this because maybe I...just live in my own little world but So Hee mentioned that there are actually some Americans that don't like them. And they're...not nice to them....I never thought about that because...I'm totally...fine with it...I'm like friendly to them...I never thought...any of the other...[college students] actually being mean and rude...I don't think they would beat them up but...the words that came out of their mouth, I'm sure they hurt.